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ABSTRACT

In order to examine the relationship of television viewing to student achievement while taking into account such related variables as study habits, prior achievements, characteristics of the home viewing environment, and socioeconomic status, a survey of the television viewing habits of sixth grade students was conducted by the California Assessment Program during the spring of 1981. Achievement data were taken from the spring 1981 administration of the California Assessment Program's Survey of Basic Skills: Grade 6. Socioeconomic data were also collected during administration of the survey. To gather information on television viewing habits, questionnaires were submitted to sixth grade students from a systematic sample of 316 California elementary and middle schools. Descriptive statistics were calculated for all questions on the survey and the results of the surveyed students' achievement tests were correlated with survey responses. Heavy viewing was associated with lower achievement, lower socioeconomic standing, and a preference for light entertainment. When socioeconomic standing and prior achievement were controlled, a negative association between heavy viewing and level of academic achievement remained. Accompanying the text are 18 data tables, an appendix listing the questions from the television viewing survey, and an appendix listing statistics and correlations for survey results. (Author/JL)

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California Assessment Program Surveys of Television and Achievement

by

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AUTHORS

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ABSTRACT

Findings from a 1981 California Assessment Program survey of television watching habits of sixth grade students are reported. Heavy viewing was associated with lower achievement, lower socioeconomic standing, and a preference for light entertainment. These students tended to do homework in front of the television, and watch later at night than light viewers. Light viewers, by contrast tended to be above average in achievement, and socioeconomic standing. Their preferred viewing included public affairs, performing arts and educational programming. Light viewers tended not to watch what they wanted, not to watch late at night, or in the mornings, and not to do homework in front of the television. When socioeconomic standing and prior achievement are controlled a negative association between viewing and achievement remains. Certain shows which were popular among heavy viewers, were also among those most negatively associated with achievement. Of all shows rated, only three were positively associated with achievement. The strength of this relationship diminished to near zero once socioeconomic status and prior achievement were taken into account.

INTRODUCTION

The ubiquity of television in the United States is proverbial. The question of primary interest here is how this pervasive influence is affecting the achievement of school children. Students spend more time watching television than they spend in school. Its content can promote values which are inimical to study and heavy exposure may jeopardize the cognitive development of viewers. Even so, most researchers have only been able to document modest effects of television on achievement, many of which diminish once intelligence is taken into account. How can this research be reconciled with the apparent deleterious effects of television? If television is contributing to low achievement in the schools, it must be worthwhile to examine the ways this is happening.

Preliminary findings are reported here from a California Assessment Program survey of television watching habits of sixth grade students conducted in the Spring of 1981. The objective of the survey was to examine the relationship of television to student achievement, while taking account of related variables, such as study habits, prior achievement, characteristics of the home viewing environment, and socioeconomic standing of students. A question of interest

was whether specific show content would be an important factor in these relationships.

Much recent writing on television, e.g. Comstock and others (1978), Comstock (1980), Roberts and Bachen (1981), Palmer and Dorr (1980), and Withey and Abeles (1980), dwells on social issues. Common themes are television and violence, the effects of advertising, the use of television in politics, and reinforcement of social stereotypes by television. Concurrently there has been an interest in the relationship between television and academic achievement. Two recent and extensive reviews illustrate this point. Hornick (1981), for example, examined hypotheses relating home television use to schooling. His review suggested a negative effect on reading, which was more pronounced for socially disadvantaged children. Morgan and Gross (1981) examined studies relating television use to schooling and education. Results indicated a negative relationship between viewing and achievement. They noted that current research does not support the hypothesis of a direct causal relationship, and discussed hypotheses that might account for the data.

The California Assessment Program 1981 survey of sixth graders had its roots in a study done the previous year. In the Spring of 1980 more than 230,000 twelfth grade students and 280,000 sixth grade students were asked how much time

they spent watching television, doing homework or assigned reading and reading other materials for their own enjoyment. The result was that students who watched much television achieved lower than students who watched little or no television. This was true for students of different socioeconomic standing and in reading, written expression and mathematics. It held regardless of time spent on homework and time spent on pleasure reading. Not surprisingly, this study raised more questions than it answered. What were effects of parental attitude toward television and of the home environment? Were students watching television and doing homework simultaneously? Did different types of television content, commercial versus educational, light entertainment versus public affairs, etc., have different effects on achievement? Why do students watch as much as they do? These were some of the questions addressed by the 1981 survey.

One of the research goals was to be able to replicate the findings of the 1980 survey. A further aim was to explore in more detail the relationship between the amount of television watched and achievement. Studies reviewed by Hornick and Morgan & Gross showed relatively modest effects of television. If there are strong effects of viewing, one would expect them to be more evident in a population of heavy viewers, compared to a population of light viewers. Another area of inquiry related to the effects of particular

types of programming content and format. Programming can have different goals: e.g. to inform, to instruct, to entertain. Given such a categorization, can distinct groups be defined that watch different types of shows? If so, how is viewing of different content associated with achievement? That is, can one evaluate the effects of watching the news, versus watching situation comedies. Another research focus involves the relationship of social class to television viewing and achievement. The negative correlation of socioeconomic standing with achievement in groups is well documented. How does social class relate to television viewing, and how much of the relationship between viewing and achievement does it account for? A final topic related to the home television environment. Parents can be more or less directive in terms of the content they permit their children to view, and strict regarding the amount of time available for viewing. There can be rules about doing homework before watching television, about who selects the shows, and how late one can watch. Availability of television can be more or less strictly contolled by limiting the number and location of sets in the home. In addition, parents may or may not take an interest in discussing shows with children. These kinds of choices help to define the home viewing environment, and one would expect them to to be related to social class and achievement.

METHOD

Materials. Achievement data used in the study were taken from the Spring 1981 administration of the California Assessment Program's test, Survey of Basic Skills: Grade Six. The test is designed to assess performance in reading, written expression and mathematics. The reading subtest contains items from four skill areas: Word identification, vocabulary, comprehension and study locational skills. The written expression subtest assesses standard English usage, language choices, sentence recognition, sentence manipulation, capitalization and punctuation. The mathematics subtest covers arithmetic, geometry, measurement, probability and statistics. One hundred twenty eight items are reading, 128 are written expression and 160 are mathematics. The items are distributed among sixteen unique forms each containing 30 items. The test is administered according to a matrix sampling plan, with each student responding to one form. Data on the socioeconomic standing and English language fluency of each student are collected during the test administration.

The television questionnaire was designed to gather information about sixth graders' television viewing habits. Three separate forms of the survey were developed to minimize the time needed for completion and to maximize the amount of information collected. Each form began with a common set of questions regarding time spent watching television, doing homework, reading for pleasure,

extracurricular activities, attitudes toward school, and ease of doing schoolwork. This was designed to replicate the 1980 survey of sixth and twelfth graders. Frequency of viewing television shows, 27 different shows on each form, was rated. Remaining questions on form A related to: doing reading assignments in front of the television; which rooms to the house contain a set; watching before school; how late at night does one watch; and self concept regarding amount of television watched. Remaining questions on form B related to: doing mathematics assignments in front of the television; finishing homework before watching; watching the same programs as parents; discussing programs with parents; watching what one wants; and watching Spanish language programs. Remaining questions on form C related to: doing writing assignments in front of the set; using television in class; reading more now than when younger; watching public television; watching more television now than when younger; and possession of a calculator. Copies of the questionnaires are in Appendix A.

Procedures. Schools included in the study were sampled systematically. Using 1980 sixth grade results, they were sorted by the number tested and average school socioeconomic standing, and every thirteenth school was selected from the sorted list, resulting in a set of 316 schools. The sample did not differ significantly from the population in terms of achievement scores, socioeconomic standing or number tested,

and appeared to resemble the population in all other respects. The three forms of the questionnaire were sequenced, (A, B, C, A, B, C, ...), so that approximately equal numbers of each form were obtained by each school and class within a school. Completed questionnaires were returned by 292 schools. Initially, 15,385 questionnaires were received. Student names were not collected for the sake of confidentiality. However, information on the questionnaires was used to match student responses with their achievement scores. The matching procedure called for sorting by school, sex and birthdate, eliminating duplicate records and matching the achievement data with the television data. Therefore, only uniquely corresponding records were included. The result was 12,417 usable cases: 4264 form A; 4105 form B; and 4048 form C. The same steps were followed to add 1977-78 grade three Reading Test scores to the student records, resulting in a subset of 4711 cases with both grade six scores and grade three scores. It is apparent that the subsample is biased in favor of low mobility students.

The Survey of Basic Skills: Grade 6 was administered in April of 1981 to all sixth grade students in California. Sample schools received the television survey and this was filled out during the testing. Both the achievement test and the questionnaire were administered by school personnel according to standardized procedures. After testing the documents were collected and processed off-site.

Analysis. Analyses which were conducted include the following: Descriptive statistics were calculated for all questions; profiles were constructed for viewers who reported watching much television, versus those who watched little; availability of television, measured by the number of sets in the home, was evaluated; the influence of individual television shows on achievement, after statistically controlling for prior achievement and socioeconomic standing was assessed; and multiple regressions were run to evaluate the effects of viewing and related variables on achievement, and to predict the amount of viewing reported by students.

Several composite variables were formed. The first related to involvement in extracurricular activities. In question four (all forms) students rated how much time they spent on sports, music, clubs, homework, play, hobbies and chores. The responses were summed, excluding homework, to produce an index of extracurricular involvement. A measure of attitude toward school was created by summing students' ratings of how much they liked mathematics, English, social studies, art, music, physical education, and science. A measure of amount of viewing was generated by summing students' ratings of how much they watched each of 27 television shows. This composite variable was used in most of the analyses, rather than the direct rating of amount of television watched, because it was a more verifiably valid

measure of viewing and because it correlated more highly with other variables in the study. Finally, using the students' responses to which rooms contained television sets (form A only), a count of the number of sets was produced.

Variables taken from the achievement tests included reading, written expression and mathematics scores, English language fluency (English only, fluent English, and limited English speaking), and socioeconomic standing based on parent occupation (professional, semiprofessional, skilled, unskilled). Reading, written expression and mathematics scores were combined to produce a composite achievement score.

Descriptive statistics were calculated for all questions (Tables 1 and 2). Coding conventions are shown on the copies of questionnaires in Appendix A. Given the matrix design of the sample, separate analyses were conducted for each form. This procedure was followed for all subsequent analyses, as well. For television shows selected statistics were reported separately. These included: Percent of sixth graders indicating they watch "regularly"; percent of sixth graders in each socioeconomic category indicating they watch "regularly"; correlation of show rating with overall achievement; correlation of show rating with socioeconomic standing; correlation of show with 1978 reading achievement; 1981 mean achievement for reading, written expression and

mathematics for each possible rating; and percentile ranks for the subset of students with both 1978 and 1981 reading scores who watch "regularly" and those who watch "seldom or never". The same selected statistics are reported for the remaining questions on the survey. Appendix B contains means, standard deviations and intercorrelations, for all questions asked.

Profiles were constructed of viewers who reported watching much television (Tables 3, 5 and 7), versus those who watched little (Tables 4, 6 and 8). The heavy viewer group was defined as those in the ninetieth percentile or above based on ratings of shows, and the light viewers were those in the tenth percentile or below. Students who indicated they did not watch television were excluded. Before sorting students into groups all variables were standardized to have a mean of fifty and a standard deviation of ten. Descriptive statistics for the heavy and light viewer groups were calculated. This process was repeated for each of the three forms.

Availability of television and its effects were evaluated by analysing students' responses to which rooms of the house contained sets (Table 9). Descriptive statistics and correlations were calculated. This question was only asked on form A.

Values of R-square were calculated to examine the influence of individual television shows on achievement (Tables 10, 11 and 12). First, a base value of R-square was calculated using prior achievement and socioeconomic standing as predictors. Then all three variable models of these two variables and one show, were evaluated. By comparing the base value of R-square with the value obtained for each of the shows it was possible to see which shows were having the largest unique effect on achievement, after socioeconomic standing and prior achievement had been controlled.

Two additional sets of regressions were run. The first set attempted to predict achievement from amount of television watching, socioeconomic standing, fluency, prior (1977-78) reading achievement, hours spent on homework, hours spent reading for pleasure, perceived ease of schoolwork, attitude toward school, time spent on extracurricular activities, and other variables (Tables 13, 14 and 15). The regressions were run separately by form. Amount of viewing was estimated from the ratings of shows. Other variables from the forms which estimated amount of viewing were not included. The second set of regressions attempted to predict amount of viewing, estimated from ratings of shows (Tables 16, 17 and 18). Most of the rest of the questions on each form were used as predictors along with socioeconomic standing. The analysis was repeated for each form.

RESULTS

Examination of the means in Table 1 for the questions which were repeated from the 1980 survey of television and achievement tended to confirm the results of the earlier study. In general, the greater the amount of time spent watching television, the lower the achievement. This held true for reading, written expression and mathematics. The exceptions to this were those students who reported watching no television. Their scores were lower than those who watched even a minimal amount (0 - 1/2 hours). The steepest rate of decline was evident for those students reporting six or more hours of viewing daily. The decline in achievement also held true for all categories of socioeconomic standing, but appeared to be steeper for higher socioeconomic students. For students from the lowest socioeconomic category watching television up to three to four hours per day was associated with a slight improvement in achievement. However, viewing in excess of that amount was associated with declining achievement.

Based on the percent of students who indicated watching "regularly", shown in Table 2, the five most popular shows were; Dukes of Hazzard; Happy Days; Love Boat; Cartoons; and Different Strokes. For nearly all shows the percent of low socioeconomic students watching regularly is greater than the percent of high socioeconomic students watching

regularly. This was confirmed by the correlations of the show ratings with socioeconomic standing. The five shows to go against this trend were: M*A*S*H; local news; national news; 60 Minutes; and Jacques Cousteau.

Examination of the correlations between ratings of shows and achievement reveals that out of the 81 shows examined only three were associated with higher achievement. These were: M*A*S*H (r = .06); local news (r = .05) and national news (r = .06). Examination of the achievement means for these shows in Table 2 confirms this. For example, students who watched M*A*S*H regularly scored 72 percent correct in reading, in contrast with 68 for who watched seldom or never. For math the same comparison is 70 versus 68 and for written expression it is 64 versus 61. Results were similar for news programs, and the trends were in the opposite direction for all other shows rated. The strength of relationship diminishes further once prior achievement and socioeconomic standing are taken into account, as shown in the Tables 10-12 of R-squares, discussed below. The five shows most negatively correlated with achievement were: BJ and the Bear; Vega$; Dance Fever; Midnight Special; and Incredible Hulk.

Results from the analysis of heavy and light viewers viewers shown in Tables 3-8, were consistent across all three forms of the survey. Achievement for the heavy

viewers was significantly below average, but for the light viewer group was above average. This held for for all content areas and for third grade reading achievement.

There was a consistent difference between the types of shows watched by the heavy and light viewers. Heavy viewers tended to rate watching all shows significantly more often than the other group, but some shows were especially popular. The top ranked five from each form were: In form A - Flamingo Road, Lou Grant, Hart to Hart, Dynasty, and Match Game; in form B - Quincy, The Waltons, Mike Douglas, 20/20, and BJ and the Bear; in form C - Midnight Special, Vega$, Dance Fever, Real Kids, and Soap.

Light viewer ratings for all shows were significantly below average. However, it is still possible to list the five most popular shows for each form. The top ranking shows were: In form A - Meet the Press, All Creatures Great and Small, PTL Club, Nova, and Masterpiece Theater; in form B - Sound Stage, Today, Firing Line, Wall Street Week, and Mr. Rogers; in form C - Odyssey, Wall Street Week, 700 Club, Bill Moyer's Journal, and McNeil Lehrer. Most of these shows can be categorized as public affairs, performing arts, or educational. Public television is strongly represented in this list, and there is no overlap with the heavy viewer shows. In fact, the shows most watched by either group are among the least watched by the other group.

Examination of the means of heavy and light viewers revealed several other trends. Heavy viewers were below average on socioeconomic standing, compared to above average socioeconomic standing for the light viewers. Heavy viewer ratings of frequency of doing homework in front of the television were above average for all content areas. Light viewers were generally below average for doing homework in front of the television. Heavy viewers were above average for watching television in the morning and later at night, in contrast with the light viewers, who were below average for this. Heavy viewers were above average for watching the same programs as parents, discussing programs with parents, and watching Spanish language programs. Light viewers were below average for getting to watch what they wanted, watching the same programs as parents, and discussing television with parents. Heavy viewers were markedly below average for watching public television, and tended to watch more television now than when younger. By contrast, light viewers tended to watch less television now than when younger, and were slightly above average for the amount of public television watched.

Means and correlations for the analysis of availability of television are shown in Table 9. Results revealed an average count of 1.6 sets per home. This was broken down by room: 66 percent reported a set in the living room; 41 percent in the den; 22 percent in the parents' bedroom; 12

percent in a brother's or sister's bedroom; 19 percent in the student's own bedroom; and 4 percent in the kitchen. Significant negative correlations between room and achievement were found for the living room (r = -.11), and the student's own bedroom (r = -.05); and a significant positive correlation was found for the den/family room (r = .15). Presence of a set in the living room was associated with lower socioeconomic standing (r = -.23). Presence of a set in the den/family room was associated with higher socioeconomic standing (r = .24). Other correlations, though statistically significant, were quite small.

Examination of the correlations between individual rooms and each television show revealed different patterns of viewing, depending on the room. For the living room, out of 27 correlations, 26 were positive. By contrast, for the den/family room 21 of the correlations were negative. The six shows correlating positively with the den/family room were: Saturday Night Live; 60 Minutes; Bensen; M*A*S*H; Match Game; and Eight is Enough. The five highest correlations between living room and shows were for: Aloha Paradise, Solid Gold, Dynasty, Real People, and Cartoons. The five highest correlations between shows and the student's own bedroom were for: Saturday Night Live, Dynasty, Dukes of Hazzard, Flamingo Road, and Hart to Hart. Dynasty is the only show on both lists. Students with sets in their own rooms tended to watch later at night than if

the set is in other rooms. The correlation between lateness of viewing and room was highest for the student's bedroom (r = .13).

Tables 10-12 show values of R-square for the two variable model, containing prior achievement and socioeconomic standing, and all three variable models, containing shows as well. Taken individually, each show only accounts for a small additional proportion of variance. However, some shows are more potent than others. The five most potent shows from each form are: Form A - Eight is Enough, All Creatures Great and Small, Solid Gold, Hart to Hart, and Flamingo Road; form B - Three's Company, Harper Valley, Dallas, Different Strokes, BJ and the Bear; form C - Dance Fever, The Jeffersons, Charlies Angels, Vega$, and White Shadow. The majority of these are light entertainment, and all of them correlated negatively with achievement.

Results of the achievement regressions, shown in Tables 13-15, were consistent across forms. Values of R-square were .38 for form A, .34 for form B, and .35 for form C. Both beta weights and standardized b-values are reported. Using the b-values as measures of the relative importance of predictors, the consistently most important ones were prior achievement, perceived ease of schoolwork, socioeconomic standing, and amount of viewing. Prior achievement always had the largest b-value. The relative importance of the

other variables varied across forms. On form C amount of viewing was second only to prior achievement. On form B frequency of comments by family and friends had a significant positive weight. No other variables had consistently significant weights.

The results of regressions to predict amount of viewing, shown in Tables 16-18, were consistent across forms. Values of R-square were .14 for form A, .11 for form B, and .11 for form C. Both beta weights and b-values are reported. The weight for socioeconomic standing was consistently significant, indicating that students from lower socioeconomic backgrounds tended to watch more television. Three other variables consistently significant across forms were attitude toward school, extracurricular participation, and doing homework in front of the television. Students who report a more positive attitude toward school, more extracurricular participation, and doing homework in front of the television, tended to watch more. The remaining questions on form A all had significant weights. The more students watched television before school in the morning or later at night, or felt that they watched too much, or the more sets in the home, the more was in fact watched. With regard to form B, the more students watched with parents, discussed television with parents, and the more often they were permitted to watch what they wanted, the heavier the viewing. Watching Spanish language programming was

associated with heavier viewing. With regard to form C, lighter viewing was associated with watching public television and reports of watching less now than when younger. In addition, those who reported having a calculator watched less.

Discussion

Examination of selected descriptive statistics for shows revealed that only three television programs correlated positively with achievement. Even the more highly touted public television shows, such as Nova and Odyssey, had negative, although insignificant, correlations. This is perhaps not surprising in that rarely is the content of these shows relevant to school curricula and testing. The exception to this is the positive correlation between M*A*S*H and achievement. When socioeconomic standing and prior achievement were statistically controlled this correlation dropped nearly to zero, as did the correlations for most of the other shows. One difficulty in interpreting such results is that there are selection biases associated with viewing of each show which are not measured by the survey or the achievement results. The programs may be exemplary in their own way, but the skills and facts learned from them are not necessarily in demand in school. A second point suggested by the data is that television watching is related to socioeconomic standing. Almost invariably, larger percents of low socioeconomic students watched shows

regularly than did high socioeconomic students. This involvement of socioeconomic standing complicates the relationship between television and achievement, since socioeconomic standing itself is correlated with achievement. However, the results of the regressions indicated that amount of viewing, independent of socioeconomic standing, is negatively associated with achievement.

An interesting result in Table 1 is that the two percent of students who report watching no television achieve lower than students who watch even a minimal amount. There is a tendency for these students to be of higher socioeconomic standing. The mere fact that these students report watching no television makes them unusual, given that television watching is the norm in American culture. Conceivably television is such an integral part of the culture that those with zero exposure are at a disadvantage at school, socially, or academically. These students appear to form a distinctive subgroup, and would be a fascinating subject of further research.

A very basic finding in Table 1 is the relationship between socioeconomic standing and amount of television. Those who watched lesser amounts, up to 2-3 hours, tended to be in higher socioeconomic groups. For greater amounts of viewing there is a shift to the lower socioeconomic groups.

The association of increased viewing with lower socioeconomic status is confirmed in the correlational studies, and was found in the regressions to predict amount of viewing.

The main result of the study of heavy and light viewers was the significantly depressed achievement for the heavy viewer, compared to the above average achievement for light viewers. The difference in achievement was quite substantial, about one-half standard deviation. Some of this difference can be ascribed to lower socioeconomic standing, of the heavy viewers. There are hints, though, that part of the difference in scores can be traced to television watching per se, as shown by the R-square analysis and the multiple regressions. Students in the heavy and light viewer groups were two very distinct audiences with regard to preferred television fare. The heavy viewers overwhelmingly chose light entertainment, and about one-third of their favorite shows turned out to be among the more potent predictors of achievement according to the R-square analysis. Heavy viewer students tended to do homework in front of the television, watched more in the mornings and later at night. In fact, some of their preferred programming, Dynasty, Flamingo Road, Hart to Hart, Quincy, Vega$ and Soap are usually shown after 10:00 pm, ostensibly to protect young viewers from "adult" content. Even so, results indicate that heavy viewer students tended to watch the same shows as their parents.

The light viewers were above average in achievement. This may be related to their viewing of public affairs and educational television, although several caveats are in order. One is that even educational programming does not necessarily present what children are expected to learn in school. There is evidence of a stricter home environment regarding television, i.e. an environment in which parents actively control the amount and type of programming. These students tended not to do homework in front of the television, not to watch late at night, and not to watch what they wanted. The content of the shows these students do watch most often is in striking contrast with that of the heavy viewer group. A possible hypothesis is that their parents have definite ideas regarding programming, i.e. that one should mainly watch what will improve one, and enforce these ideas in the home.

It is tautologous, in a practical sense, to note that heavy viewers tended to watch more in the mornings, late at night and while doing homework, compared to light viewers. If one watches television, one must do it in the time available. What is perhaps more interesting is that these viewers tended to watch the same programs as their parents and discuss the programs with them. This result was confirmed by the regression of amount of viewing on the other variables in form B. In that analysis watching with parents and discussing television with them turned out to

predict amount of viewing. This suggests that heavy viewing is a family habit, and is not restricted to the individual. Light viewers tended not to discuss television with their parents, watch the same programs as parents, or watch what they want. Given that the shows most often watched by light viewers are public affairs and news programs, which may be of little intrinsic interest to sixth graders, and which may presuppose more knowledge of politics and the world than most young students possess, these results are not particularly surprising. There is less of a suggestion of family involvement with the television here. One can speculate that these shows are primarily selected by parents, and that the child has a choice of watching them or little else.

The results of the analysis of availability indicate that different patterns of viewing are associated with having a set available in different rooms. Presence of a set in the living room or the student's bedroom was associated with lower achievement. Presence of a set in the den/family room was associated with higher achievement, and somewhat higher socioeconomic standing, but was negatively associated with viewing of most shows. This is not surprising, given that houses with a den/family room are likely to be larger, and possibly in more affluent neighborhoods.

A striking result is the relatively large percent of students reporting the presence of set in their own bedrooms. This type of availability implies relatively little parental control over the amount or type of programs watched, as compared to a situation where the only set is in the living room or den. This hypothesis was supported by the comparison of the highest correlations between presence of a set in the living and shows, versus student's bedroom and shows. There was little overlap between the two lists, and shows correlating highly with the bedroom tended to be on later at night. The correlation between shows and presence of a set in the den/family room is even more striking. The six shows that correlated positively with the den/family room were not on either the bedroom or living room list.

Results of the R-square analysis showed that the majority of shows which account for larger proportions of variance, after controlling for socioeconomic standing and prior achievement, are light entertainment. Several of the shows were among those preferred by the heavy viewer group,(Hart to Hart, Flamingo Road, BJ and the Bear, Dance Fever, and Vega$) versus one show for the light viewer group (All Creatures Great and Small). Three shows, popular among heavy viewers, are among those watched more often by students in their own rooms, and are usually on after 10:00 pm. These are Hart to Hart, Flamingo Road, and Vega$. More

frequent viewing of any of these shows was associated with lower achievement.

Examination of the R-squares tends to confirm that individual shows account for very little additional variance once prior achievement and socioeconomic standing have been taken into account. The increments in R-square are one way of evaluating which shows are more strongly associated with achievement. By this criterion no one show had a very strong effect. This would tend to confirm the hypothesis that television viewing habits in general, especially the total amount watched have a stronger relationship with achievement than particular shows. That some shows accounted for more variance than others could result if these were shows that were preferred by heavy viewers. This hypothesis is given some support in that there is some overlap between the shows preferred by the heavy viewer group and those accounting for more variance, as listed in the previous paragraph.

Results of the achievement regressions confirmed that amount of viewing was negatively associated with achievement, even when socioeconomic standing and prior achievement were taken into account. The weight for amount of viewing was consistently significant across forms, and on form C it was slightly larger than the weight for socioeconomic standing. Values of R-square for the amount

of viewing regressions were more modest than those obtained from the predictions of achievement. Even so, a consistent picture seemed to emerge. Students who come from lower socioeconomic backgrounds tended to watch more television. Doing homework in front of the television is associated, not too surprisingly with heavy viewing. This would help to explain how students can report spending several hours on homework and four or five hours watching television each day. Results of the regressions are consistent with the outcomes of the study of heavy and light viewers. In both cases heavy viewing is associated with lower achievement and lower socioeconomic standing. Light viewers are more likely to watch public television programs. Stricter home environments, in terms of watching late, getting to watch what one wants, were associated with lighter viewing.

CONCLUSIONS

Heavy television viewing, in the sample studied, is associated with lower achievement. There is a tendency for heavy viewers to be of lower socioeconomic status, and to have a preference for light entertainment. They tended to do homework in front of the television, and watch later at night than light viewers. In fact, some of their most preferred shows, e.g. Hart to Hart, Vega$, and Flamingo Road are usually on later at night. Light viewers, by contrast tended to have above average achievement, socioeconomic standing. Their preferred viewing includes

public affairs, performing arts and educational programming. There is evidence that light viewers come from a stricter home television environment, and given that they tended not to watch what they want, it seems likely that parents are in control of the selection of shows. Light viewers tended not to watch late at night, or in the mornings, and not to do homework in front of the television. The association of socioeconomic standing with viewing could account for part of the achievement differences of these groups. Evidence from the regressions indicates, though, that increased viewing is associated with lower achievement, even when socioeconomic standing and prior achievement are controlled. The effect was consistent across forms of the survey.

It should be emphasized that these results do not prove a causal relationship between television and achievement. No claim is made that watching a particular television show will be detrimental to achievement. There are useful statistical techniques, e.g. structural modeling, for investigating causal relationships. Yet, it is difficult in practice to meet all the conditions needed to make a causal inference. This is particularly the case when the researcher cannot be sure that all relevant variables have been taken into account. Despite the effort that has gone into this research, it remains difficult to make causal inferences about television and achievement.

It is no easy task to account for achievement. Traditional accounts of behavior distinguish "nature", or physiological givens, and "nurture", or the effects of the environment. Typically, learning and growth are conceived as a complicated interaction between these influences. Television belongs to a child's environment, and typically occupies large amounts time. It seems apparent, and is supported by this study that television watching habits are related to other significant aspects of the environment, such as socioeconomic status, which are strongly associated with group achievement. As fascinating as that result is, one can argue for a direct relationship between time spent viewing television and achievement. Time spent watching television is not time spent in serious study. Programming format and content could certainly be having an effect on on student attitudes and the development of cognitive skills. To the extent that programming format and content are important, by contrast with the raw amount of viewing, this relationship is complicated. Educational and informative programming conceivably would stimulate the logical and memory skills of the engaged viewer. Light entertainment, by contrast, would not be expected to have that effect. The study of heavy and light viewers indirectly supported this hypothesis. Heavy viewing was associated with lower achievement and light entertainment. Light viewing was associated with public affairs and news programming and

higher achievement. Unfortunately, given the design of the study, it is not possible to disentangle the effects of amount of viewing from the effects of content. The delineation of these effects would appear to be an important topic of further research.

Another avenue for research concerns the effect of television on motivation, in contrast with its effects on cognitive skills. Different types of programming promote different value systems. For example, the show, Mr. Rogers, attempts to educate viewers in the development of constructive social skills and positive attitudes. This might well have an effect on students' relationships with teachers and peers, and therefore on success in school. To the extent that superior achievement is a product of both intellectual capacity and motivation, this would be a topic worthy of further study.

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Table 1

Selected Descriptive Statistics for Questions from the California Assessment Program's Sixth Grade Survey

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
1. Hours of TV per weekday?	None	2.0	3.5	1.6	1.6	1.6	73	71	64				54	71
	0-½	2.7	4.4	2.9	1.7	1.9	75	74	69				61	81
	½-1	7.4	10.6	7.1	6.2	5.5	74	72	65				67	73
	1-2	16.5	22.2	16.8	14.3	13.9	73	72	65				64	73
	2-3	18.7	20.5	20.1	18.6	16.4	73	70	65				61	76
	3-4	18.0	16.5	18.6	17.9	18.4	72	70	63				62	68
	4-5	13.5	10.5	13.5	15.2	13.9	71	68	63				52	60
	5-6	8.1	4.9	8.3	9.0	10.4	70	68	62				48	52
	6 or more	13.0	6.9	11.1	15.5	18.0	66	64	58				40	41
	TOTAL									-.18	-.13	-.08		
2. Hours of homework per weekday?	None	3.2	2.8	3.2	3.4	4.4	70	66	62				54	62
	0-½	11.7	11.6	12.1	12.0	12.3	72	69	65				60	69
	½-1	33.7	33.2	34.2	34.5	32.4	73	71	64				61	72

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
2. Hours of homework per weekday? (Cont.)	1-2	32.2	33.2	32.3	30.8	32.8	71	70	63				52	60
	2-3	11.1	11.6	11.7	10.8	9.1	71	69	63				58	57
	3-4	4.8	4.8	4.1	4.7	4.7	68	66	60				41	40
	4-5	1.8	1.9	1.4	1.9	2.4	67	65	59				48	52
	5-6	.7	.4	.6	.9	1.0	62	62	57				25	20
	6 or more	.7	.3	.5	1.0	.9	58	59	55				34	15
	TOTAL									-.01	-.07	-.05		
3. Hours of reading for pleasure?	None	13.9	10.5	14.7	15.5	14.2	68	65	60				49	51
	0-½	24.7	24.1	24.8	25.0	24.9	72	69	64				59	67
	½-1	29.6	30.4	29.1	29.2	28.9	71	69	63				52	66
	1-2	17.7	19.6	17.3	17.0	18.0	72	71	63				57	63
	2-3	7.0	7.7	7.0	6.7	7.1	75	72	65				64	71
	3-4	3.8	4.2	4.0	3.1	3.7	73	72	64				72	74
	4-5	1.7	1.8	1.6	1.9	1.4	76	73	67				74	76
	5-6	.7	.6	.7	.6	.9	69	72	64				45	83
	6 or more	.9	1.1	.7	1.0	.9	74	73	62				49	79
	TOTAL									.03	.07	.03		

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
4a. Hours of sports per week?	None	10.0	7.9	8.9	10.4	13.4	67	66	58				39	45
	1-4	49.8	45.0	48.9	50.5	53.3	71	68	62				52	59
	5-8	20.0	23.0	20.6	19.3	17.3	73	72	66				63	75
	9-12	10.6	12.4	11.3	10.2	8.4	74	72	66				63	78
	> 12	9.6	11.6	10.2	9.6	7.7	73	70	66				73	75
	TOTAL									.10	.10	.09		
b. Hours of music per week?	None	41.2	34.3	42.3	41.4	44.5	70	67	62				51	57
	1-4	41.6	46.3	41.0	40.9	39.4	73	71	65				62	71
	5-8	10.0	12.1	9.8	10.1	8.9	74	72	66				69	74
	9-12	3.9	4.0	3.3	4.4	3.8	72	72	65				49	72
	> 12	3.3	3.2	3.6	3.3	3.4	72	70	63				51	51
	TOTAL									.05	.07	.03		
c. Hours of play per week?	None	5.9	4.0	5.6	6.5	7.6	67	64	60				50	45
	1-4	71.4	67.1	72.5	72.5	73.3	71	69	63				54	62
	5-8	16.9	21.1	15.9	16.1	14.7	74	72	67				62	81

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
4 c. Hours of play per week? (Cont.)	9-12	4.3	5.9	4.1	3.7	3.4	75	73	67				70	74
	> 12	1.5	1.8	1.9	1.1	1.0	74	71	64				74	81
	TOTAL									.09	.10	.05		
d. Hours of hobbies per week?	None	26.0	25.1	23.9	25.6	28.8	71	69	63				51	61
	1-4	49.4	52.1	52.3	47.8	47.1	73	71	65				62	73
	5-8	15.7	14.3	15.0	17.0	16.0	70	68	62				54	55
	9-12	5.2	4.7	4.9	6.1	4.9	69	67	63				55	55
	> 12	3.7	3.8	3.8	3.6	3.2	69	67	62				48	50
	TOTAL									.01	-.03	.00		
e. Hours of chores per week?	None	15.3	13.0	14.1	15.9	17.6	67	65	60				41	49
	1-4	63.1	66.2	65.8	62.2	57.3	73	70	64				62	68
	5-8	14.8	14.8	14.0	14.7	16.9	73	71	65				56	77
	9-12	4.5	3.7	4.1	4.8	6.0	71	67	63				47	54
	> 12	2.3	2.3	1.9	2.4	2.2	70	69	63				52	46
	TOTAL									-.01	.04	.02		

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
5a. Like Math?	Very much	32.9	32.3	34.1	33.0	32.4	71	70	66				51	62
	Much	22.0	22.8	22.8	21.4	20.0	73	71	65				58	67
	Some	28.3	29.0	27.5	28.2	29.4	72	69	62				59	65
	Little	8.9	7.9	9.3	8.9	9.2	71	69	60				59	72
	Very little	7.9	7.9	6.2	8.5	9.0	69	66	57				61	57
	TOTAL									-.02	-.08	.03		
b. Like English?	Very much	10.1	11.5	8.2	9.3	11.7	72	70	63				59	72
	Much	20.8	23.1	19.9	19.8	21.3	72	71	64				64	69
	Some	37.7	38.7	38.7	37.9	34.3	73	70	64				56	64
	Little	19.2	16.4	21.1	19.8	19.3	71	69	62				54	67
	Very little	12.1	10.2	12.0	13.2	13.5	69	66	61				51	51
	TOTAL									-.02	-.05	-.04		
c. Like Social Studies?	Very much	11.8	13.0	11.2	11.5	11.8	73	70	63				62	75
	Much	18.3	19.7	17.7	17.7	17.9	74	70	65				59	77
	Some	30.8	31.6	30.8	31.1	27.8	73	71	64				59	68

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
5c. Like Social Studies? (Cont.)	Little	20.4	20.4	21.2	20.0	21.5	71	69	64				57	59
	Very little	18.7	15.3	19.1	19.7	21.1	68	67	61				48	49
	TOTAL									-.04	-.07	-.04		
d. Like Art?	Very much	57.1	51.0	54.7	58.8	63.0	70	68	62				51	61
	Much	21.7	24.3	23.2	20.6	18.3	74	72	65				68	75
	Some	13.1	15.4	13.2	13.2	11.4	73	72	66				62	69
	Little	4.8	5.4	5.3	4.2	5.0	70	69	62				57	57
	Very little	3.3	3.8	3.5	3.2	2.2	71	67	65				47	68
	TOTAL									.07	.04	.03		
e. Like Music?	Very much	32.9	32.6	30.4	33.8	34.9	71	70	63				57	64
	Much	18.9	19.3	19.1	19.2	17.3	73	71	65				60	73
	Some	20.0	21.4	20.7	19.1	19.9	73	71	65				60	72
	Little	12.3	12.3	13.3	11.7	12.5	71	68	63				51	59
	Very little	16.0	14.4	16.5	16.2	15.4	69	67	62				54	55
	TOTAL									.01	-.04	-.01		

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
5f. Like Physical Education?	Very much	50.5	49.4	52.3	51.0	48.8	72	69	64				59	64
	Much	22.4	24.5	23.1	21.9	21.1	73	72	65				64	75
	Some	16.8	16.3	15.9	17.3	17.2	72	69	63				54	67
	Little	5.6	5.6	4.8	5.1	7.7	68	68	62				48	47
	Very little	4.5	4.2	4.0	4.7	5.2	65	65	58				30	34
	TOTAL									-.02	-.06	-.06		
g. Like Science?	Very much	22.5	26.1	22.2	21.2	20.0	75	71	65				63	80
	Much	21.6	21.8	23.7	21.1	20.5	72	70	65				60	69
	Some	28.0	28.0	27.8	27.9	27.2	72	70	63				56	62
	Little	14.9	13.2	14.5	15.9	16.4	70	68	63				51	59
	Very little	13.0	10.8	11.8	13.9	16.0	66	66	60				50	45
	TOTAL									-.07	-.11	-.05		
6. How easy is school for you?	Very easy	9.1	11.7	10.1	8.0	6.4	79	76	72				81	92
	Somewhat easy	28.3	32.5	30.7	27.8	22.2	75	73	67				70	79
	Neither easy nor hard	49.3	44.6	48.8	50.2	54.4	70	68	62				52	59

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
6. How easy is school for you? (Cont.)	Somewhat hard	12.0	10.2	9.8	12.6	15.3	65	63	57				31	33
	Very hard	1.2	1.0	.5	1.4	1.6	57	53	51				21	17
	TOTAL									.11	.25	.17		
A8. Reading assignments in front of TV?	Always	4.8	3.3	4,2	5.4	5.7	66	64	58				49	44
	Often	9.8	9.1	8.9	10.8	10.8	69	65	60				44	53
	Sometimes	26.4	18.9	26.2	27.5	33.8	67	66	62				42	42
	Seldom	23.0	24.0	24.8	23.1	20.2	74	73	66				71	77
	Never	35.9	44.6	35.8	33.2	29.6	72	70	64				64	74
	TOTAL									-.11	-.11	-.10		
C8. Writing assignments in front of TV?	Always	6.0	4.3	4.3	7.8	6.8	68	66	59				45	65
	Often	13.4	14.5	13.1	13.0	13.4	74	69	64				50	76
	Sometimes	31.1	25.9	31.8	30.7	39.5	69	68	61				48	60
	Seldom	23.3	28.3	24.4	23.0	16.3	77	74	68				71	86
	Never	26.1	27.0	26.5	25.5	24.1	72	69	64				56	63
	TOTAL									-.08	-.06	-.06		

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
B8. Math assignments in front of TV?	Always	5.6	3.5	5.9	6.6	6.3	69	66	60				32	41
	Often	11.2	7.7	13.2	12.0	10.5	71	69	63				58	60
	Sometimes	25.6	21.0	23.2	25.7	35.2	68	66	61				49	48
	Seldom	21.1	26.4	22.9	19.8	15.8	76	73	67				79	79
	Never	36.5	41.2	34.8	36.0	32.2	72	71	64				61	69
	TOTAL									-.08	-.08	-.09		
A9a. TV in living room?	Yes	65.6	48.0	59.6	71.9	79.8	69	67	62	-.23	-.11	-.10	49	51
b. TV in kitchen?	Yes	3.7	5.3	4.1	3.4	2.6	71	72	60	.05	.00	.04	74	51
c. TV in parent's bedroom?	Yes	22.9	24.3	24.7	22.7	18.6	72	70	63	.04	.03	.01	58	65
d. TV in your bedroom?	Yes	19.3	15.4	20.0	20.5	18.4	69	66	62	-.05	-.06	-.05	47	49
e. TV in brother's or sister's bedroom?	Yes	12.0	12.7	12.8	11.0	12.9	70	68	61	.01	-.02	-.03	48	55
f. TV in den, family room?	Yes	41.3	57.7	49.3	37.2	22.3	75	72	66	.24	.16	.18	76	84

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
A10. TV before school in the morning?	Every day	25.4	15.8	23.1	29.2	33.3	66	65	59				37	36
	3-4 dys/wk	8.0	6.7	7.1	8.8	8.7	71	68	65				58	75
	1-2 dys/wk	10.9	10.5	10.9	11.8	10.2	69	68	63				48	54
	Almost never	24.1	26.6	25.8	22.6	23.2	74	71	65				71	82
	Not at all	31.6	40.4	33.1	27.6	24.6	73	72	65				69	73
	TOTAL									-.15	-.14	-.17		
A11. How late do you watch TV?	7 p.m. or earlier	1.4	2.8	1.3	.8	.9	71	70	64				72	92
	8 p.m.	2.7	4.4	2.7	2.1	3.2	71	69	64				76	95
	9 p.m.	5.1	5.2	4.8	4.9	5.3	74	71	69				53	73
	10 p.m.	41.6	49.0	44.1	39.7	31.5	71	70	64				63	74
	11 p.m.	31.1	28.9	32.0	34.5	29.5	65	64	60				60	60
	12 a.m.	13.0	7.9	11.6	13.4	20.3	61	62	56				44	45
	1 a.m.	3.2	1.3	2.4	2.5	5.3	54	58	52				34	48
	2 a.m.	1.4	.4	1.0	1.4	2.8	60	52	53				37	17
	Later than 2 a.m.	.5	.1	.1	.7	1.1	56	56	55				11	.1
	TOTAL									-.17	-.15	-.12		

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
A12. Amount of TV watched?	Far too much	11.1	7.5	9.5	12.6	13.7	62	61	58				31	29
	A little too much	24.9	26.6	23.9	22.7	26.2	72	70	63				51	69
	About the right amt.	56.2	56.7	59.5	57.2	52.5	72	70	64				64	67
	Somewhat too little	5.2	6.9	5.0	5.1	3.0	74	72	66				79	78
	Far too little	2.6	2.3	1.3	2.5	4.6	64	60	58				27	23
	TOTAL									-.06	-.09	-.09		
B9. Finish homework before watching TV?	Yes	43.1	44.3	43.9	42.7	41.8	71	68	63				50	57
	No	21.5	18.9	22.7	22.1	22.7	72	69	65				69	66
	Sometimes	35.3	36.8	33.4	35.3	35.5	72	71	64				61	67
	TOTAL									-.02	.03	.08		
B10. Parents watch same programs?	Always	11.6	7.1	9.5	13.8	14.8	67	64	59				51	45
	Often	40.2	36.2	45.4	41.1	37.1	74	72	65				69	72
	Sometimes	35.9	40.9	33.6	33.6	38.8	70	68	64				46	56

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
B10. Parents watch same programs? (Cont.)	Seldom	9.6	13.1	9.8	8.8	6.0	73	71	65				78	70
	Never	2.7	3.2	1.7	2.8	3.3	67	65	59				47	46
	TOTAL									-.07	-.01	.02		
B11. Discuss TV with parents?	Always	5.4	3.5	4.1	6.7	7.9	65	61	58				31	36
	Often	13.1	13.2	13.4	12.9	11.9	72	69	62				50	60
	Sometimes	32.8	30.3	32.6	31.6	37.6	70	69	63				52	55
	Seldom	30.1	37.5	31.6	28.5	22.4	76	72	67				71	81
	Never	18.6	15.4	18.3	20.2	20.2	69	68	62				64	55
	TOTAL									-.04	-.06	-.11		
B12. When watching TV with family & friends do they make comments about the program?	Nobody ever does	10.1	6.1	9.8	9.2	17.6	63	62	57				27	36
	Once in awhile	64.6	62.6	64.1	66.3	62.4	71	69	64				59	59
	Frequently	25.3	31.3	26.0	24.5	20.3	76	72	67				74	82
	TOTAL									.11	.16	.16		

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
B13. How often watch what you want?	All of the time	15.4	11.6	15.0	16.9	18.0	68	65	60				46	53
	Most of the time	44.7	47.5	47.4	43.2	39.9	73	71	65				65	68
	Some of the time	33.2	34.8	31.4	32.7	34.3	72	70	64				58	61
	Not very often	5.8	5.6	5.5	5.9	6.3	69	67	62				50	58
	Never	1.0	.5	.5	1.3	1.4	66	63	56				46	16
	TOTAL									-.01	-.03	-.02		
B14. How often watch Spanish language programs?	All of the time	1.6	1.1	.9	1.2	3.4	59	56	54				34	27
	Most of the time	3.0	.6	1.2	2.7	9.5	54	58	55				10	13
	Some of the time	8.3	5.0	5.7	7.9	15.7	64	62	58				34	29
	Not very often	15.1	12.7	13.3	15.9	19.4	72	69	63				61	72
	Never	71.9	80.6	78.9	72.3	52.0	73	71	65				66	68
	TOTAL									-.22	-.20	-.19		

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
C9. How often is TV used in class?	Every day	2.2	1.4	2.1	2.5	3.4	60	64	58				34	48
	3-4 dys/wk	1.2	.3	1.0	1.7	2.6	65	67	54				25	24
	1-2 dys/wk	5.0	5.0	4.7	5.0	6.0	68	64	62				41	61
	Seldom	28.5	33.4	31.6	27.8	24.3	74	72	65				66	74
	Not at all	63.0	60.0	60.6	63.1	63.8	72	69	63				52	70
	TOTAL									-.01	-.05	-.04		
C10. Compared to when younger, do you read?	More than you did then	73.0	78.9	74.0	71.6	67.4	74	71	65				61	75
	Less than you did then	10.5	5.7	10.7	11.7	13.7	65	65	59				29	39
	About the same amt.	16.6	15.3	15.3	16.7	18.9	69	66	61				51	65
	TOTAL									-.09	-.15	-.13		
C11. How often watch educational (public) station?	Every day	8.4	4.4	5.6	4.7	14.9	61	59	54				56	81
	5-6 dys/wk	3.6	3.5	2.8	3.5	5.0	70	67	63				71	77
	3-4 dys/wk	7.4	7.5	7.6	7.0	7.5	71	69	64				65	75
	1-2 dys/wk	14.9	14.8	14.9	14.7	14.2	71	68	62				42	62

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Questions on Forms A, B, C	Response	Overall Percent of Students and Percent of Each SES Group* Responding to Questions					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding to Questions			Correlations of Questions with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding to Questions	
		Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	1978	1981
C11. How often watch educational (public) station? (Cont.)	Several days per month	13.4	15.1	13.4	13.1	12.6	75	73	66				35	72
	Not at all	32.9	36.5	37.2	31.9	28.0	74	72	65				50	58
	Do not get it	19.5	18.2	18.6	20.1	17.8	74	70	64				26	21
	TOTAL									.09	.16	.15		
C12. Compared to when younger, do you watch TV?	More than you did then	35.0	27.2	36.5	38.2	39.3	69	68	61				50	56
	Less than you did then	39.1	44.8	40.4	36.7	34.4	73	71	65				58	77
	About the same	25.9	28.0	23.1	25.1	26.3	75	71	64				59	77
	TOTAL									.08	.09	.03		
C13. Do you have your own calculator?	Yes	46.4	49.3	49.1	45.8	44.0	73	69	64				59	70
	No	53.6	50.7	50.9	54.2	56.0	72	70	63				52	70
	TOTAL									-.05	.01	-.04		

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Table 2

Selected Descriptive Statistics for Television Shows Reported Being Watched from the California Assessment Program's Sixth Grade Survey

Title of Show	Overall Percent of Students Responding "Regularly" and Percent of Each SES Group* Responding "Regularly"					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding "Regularly," "Sometimes," "Seldom or Never"				Correlations of TV Show Ratings with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding "Regularly," "Seldom or Never"		
	Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Response	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	Response	1978	1981
Dukes of Hazzard	63.3	52.2	64.2	67.9	65.2	R	69	67	62	-.10	-.13	-.10	R	50	54
						S	75	72	66						
						SN	74	74	66				SN	68	75
Happy Days	62.4	49.1	56.1	69.9	74.1	R	70	67	62	-.15	-.15	-.09	R	51	55
						S	75	74	67						
						SN	76	73	68				SN	79	89
Love Boat	57.0	51.4	55.2	59.2	60.4	R	70	68	62	-.11	-.11	-.05	R	52	55
						S	74	71	66						
						SN	75	72	66				SN	63	77
Cartoons	51.5	38.1	47.3	58.6	59.7	R	68	67	61	-.16	-.15	-.13	R	45	44
						S	73	70	64						
						SN	77	73	67				SN	79	72
Different Strokes	51.5	42.6	50.6	52.5	66.5	R	69	67	61	-.11	-.15	-.10	R	47	76
						S	74	72	66						
						SN	75	73	68				SN	76	88
Fantasy Island	45.5	33.2	43.9	50.1	55.3	R	70	67	61	-.13	-.15	-.04	R	51	57
						S	74	72	65						
						SN	76	74	67				SN	67	42
Three's Company	45.5	33.3	41.4	51.7	54.0	R	69	66	61	-.15	-.15	-.09	R	48	49
						S	74	71	65						
						SN	75	73	67				SN	71	78
CHiPs	44.5	31.8	43.9	48.6	55.4	R	67	65	61	-.17	-.20	-.17	R	42	41
						S	75	73	66						
						SN	77	74	67				SN	79	86

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Title of Show	Overall Percent of Students Responding "Regularly" and Percent of Each SES Group* Responding "Regularly"					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding "Regularly," "Sometimes," "Seldom or Never"				Correlations of TV Show Ratings with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding "Regularly," "Seldom or Never"		
	Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Response	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	Response	1978	1981
Eight is Enough	44.2	40.1	40.9	48.4	45.3	R	68	67	61	-.08	-.12	-.05	R	52	48
						S	73	70	65						
						SN	73	72	66				SN	59	75
TV Movies	44.0	37.8	42.6	46.0	54.6	R	71	69	62	-.04	-.04	-.02	R	48	62
						S	74	72	66						
						SN	72	68	62				SN	48	73
M*A*S*H	41.1	40.1	45.8	43.0	34.2	R	72	70	64	.08	.06	.08	R	62	68
						S	71	69	63						
						SN	68	68	61				SN	47	51
Real People	41.1	34.3	38.8	42.2	43.8	R	68	67	61	-.09	-.09	-.03	R	40	49
						S	73	71	65						
						SN	72	71	64				SN	57	66
Those Amazing Animals	40.0	35.6	37.4	40.4	52.7	R	71	68	62	-.05	-.09	-.06	R	48	66
						S	74	72	65						
						SN	73	71	65				SN	59	77
That's Incredible	37.1	28.1	35.1	43.0	39.2	R	68	65	61	-.15	-.15	-.12	R	45	45
						S	73	72	66						
						SN	76	73	66				SN	73	89
Benson	35.1	34.8	37.4	37.0	29.1	R	70	69	62	.01	-.02	.07	R	57	55
						S	73	71	64						
						SN	70	68	64				SN	43	58
Dallas	33.8	25.5	35.0	36.0	40.0	R	67	65	60	-.12	-.18	-.09	R	48	44
						S	73	71	65						
						SN	75	72	67				SN	68	83

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Title of Show	Overall Percent of Students Responding "Regularly" and Percent of Each SES Group* Responding "Regularly"					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding "Regularly," "Sometimes," "Seldom or Never"				Correlations of TV Show Ratings with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding "Regularly," "Seldom or Never"		
	Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Response	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	Response	1978	1981
BJ and the Bear	32.3	18.9	27.4	39.4	42.6	R	65	62	58	-.26	-.32	-.25	R	34	33
						S	73	71	65						
						SN	80	77	71				SN	88	93
Enos	28.4	18.8	23.9	31.5	40.7	R	67	65	59	-.17	-.20	-.11	R	42	46
						S	74	71	65						
						SN	76	74	66				SN	64	84
Harper Valley	27.7	20.5	26.5	29.9	36.2	R	69	67	61	-.12	-.12	-.04	R	51	52
						S	72	69	64						
						SN	74	72	66				SN	66	78
Incredible Hulk	27.7	14.3	24.7	30.7	42.3	R	65	63	58	-.24	-.28	-.20	R	36	39
						S	73	71	65						
						SN	78	76	68				SN	78	91
Solid Gold	27.6	15.5	25.3	31.1	38.5	R	65	65	59	-.20	-.19	-.16	R	37	32
						S	71	70	63						
						SN	75	72	67				SN	72	81
Local News	27.2	28.2	29.3	23.8	29.1	R	73	70	65	.05	.05	.05	R	65	70
						S	73	72	65						
						SN	71	68	63				SN	72	81
White Shadow	25.4	16.9	26.8	27.7	31.4	R	68	65	60	-.09	-.18	-.11	R	43	44
						S	72	70	64						
						SN	76	74	66				SN	66	85
Hart to Hart	24.9	19.7	21.6	26.7	33.0	R	66	65	59	-.16	-.16	-.07	R	45	44
						S	72	70	64						
						SN	73	71	66				SN	61	73

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Title of Show	Overall Percent of Students Responding "Regularly" and Percent of Each SES Group* Responding "Regularly"					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding "Regularly," "Sometimes," "Seldom or Never"				Correlations of TV Show Ratings with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding "Regularly," "Seldom or Never"		
	Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Response	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	Response	1978	1981
Charlie's Angels	24.2	14.5	23.2	24.3	37.6	R	64	63	58	-.15	-.23	-.17	R	34	38
						S	73	71	64						
						SN	77	74	67				SN	74	90
Family Feud	23.9	17.1	19.8	26.8	31.9	R	66	64	59	-.14	-.16	-.11	R	37	38
						S	73	71	65						
						SN	74	72	66				SN	68	75
Vega$	23.2	12.0	20.6	25.7	35.1	R	65	63	57	-.20	-.25	-.19	R	34	38
						S	72	69	63						
						SN	77	75	68				SN	78	92
Muppets	23.0	21.0	19.4	24.7	25.1	R	70	67	62	-.02	-.05	.03	R	57	64
						S	73	71	65						
						SN	72	70	65				SN	52	67
Buck Rogers	19.8	14.6	17.4	22.6	22.8	R	67	65	60	-.11	-.12	-.13	R	41	42
						S	70	69	63						
						SN	73	71	65				SN	67	73
Saturday Night Live	19.7	16.7	19.0	21.1	21.5	R	67	65	60	-.07	-.11	-.04	R	46	44
						S	71	70	63						
						SN	72	71	65				SN	58	70
Barney Miller	19.3	14.5	19.0	22.2	19.6	R	69	68	62	-.07	-.04	-.03	R	48	52
						S	71	69	64						
						SN	72	70	63				SN	60	68
Archie Bunker's Place	18.1	12.5	14.4	21.4	25.8	R	66	64	58	-.09	-.17	-.09	R	48	52
						S	73	70	63						
						SN	75	72	66				SN	58	70

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Title of Show	Overall Percent of Students Responding "Regularly" and Percent of Each SES Group* Responding "Regularly"					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding "Regularly," "Sometimes," "Seldom or Never"				Correlations of TV Show Ratings with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding "Regularly," "Seldom or Never"		
	Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Response	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	Response	1978	1981
Fridays	17.6	9.2	18.9	21.3	20.3	R	68	66	59	-.06	-.14	-.04	R	50	57
						S	73	70	63						
						SN	74	72	66				SN	59	78
Jeffersons	17.5	12.1	17.0	18.2	25.3	R	65	64	58	-.11	-.20	-.06	R	48	46
						S	72	70	63						
						SN	76	73	68				SN	66	89
National News	17.5	17.0	19.4	15.4	19.5	R	74	70	66	-.06	.06	.03	R	67	70
						S	73	72	65						
						SN	71	69	64				SN	59	64
Quincy	16.3	12.2	14.5	16.0	27.7	R	66	64	60	-.12	-.14	-.10	R	36	33
						S	72	70	64						
						SN	74	71	66				SN	66	80
Soap	16.0	9.5	13.5	18.9	21.1	R	67	66	59	-.12	-.15	-.11	R	43	45
						S	71	69	62						
						SN	75	72	66				SN	64	85
One Day at a Time	15.8	11.6	13.2	18.3	18.8	R	67	65	60	-.11	-.13	-.09	R	46	48
						S	72	70	63						
						SN	75	72	66				SN	62	81
Lobo	13.8	8.0	9.4	17.1	20.6	R	63	60	58	-.22	-.24	-.24	R	24	25
						S	71	69	63						
						SN	76	74	67				SN	76	83

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Title of Show	Overall Percent of Students Responding "Regularly" and Percent of Each SES Group* Responding "Regularly"					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding "Regularly," "Sometimes," "Seldom or Never"				Correlations of TV Show Ratings with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding "Regularly," "Seldom or Never"		
	Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Response	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	Response	1978	1981
PM Magazine	13.7	13.4	10.5	14.0	20.0	R	69	67	62	-.03	-.06	-.01	R	56	59
						S	71	70	64						
						SN	73	70	65				SN	61	74
Joker's Wild	13.6	7.2	12.2	15.7	20.5	R	65	64	58	-.13	-.18	-.11	R	48	31
						S	73	70	64						
						SN	75	73	66				SN	71	86
Aloha Paradise	13.4	8.8	12.6	15.3	16.4	R	67	64	58	-.11	-.12	-.07	R	40	36
						S	71	69	63						
						SN	72	71	65				SN	59	65
Match Game	13.4	9.7	14.5	14.8	14.9	R	65	63	59	-.09	-.13	-.07	R	43	40
						S	71	69	63						
						SN	73	71	65				SN	62	69
Wild Kingdom	11.8	6.8	10.3	14.9	14.0	R	65	63	57	-.12	-.16	-.11	R	42	33
						S	72	69	64						
						SN	73	71	66				SN	67	73
Dance Fever	11.8	3.6	9.7	13.3	24.6	R	62	60	55	-.27	-.28	-.21	R	27	27
						S	69	67	61						
						SN	77	74	67				SN	69	86
Dynasty	11.7	8.4	12.1	12.7	13.6	R	66	65	58	-.15	-.17	-.13	R	41	39
						S	67	65	60						
						SN	73	72	66				SN	66	73
Flamingo Road	10.8	7.1	9.3	10.5	19.1	R	63	61	55	-.17	-.21	-.11	R	35	30
						S	67	67	60						
						SN	73	72	66				SN	61	72

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Title of Show	Overall Percent of Students Responding "Regularly" and Percent of Each SES Group* Responding "Regularly"					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding "Regularly," "Sometimes," "Seldom or Never"				Correlations of TV Show Ratings with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding "Regularly," "Seldom or Never"		
	Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Response	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	Response	1978	1981
60 Minutes	10.7	12.0	12.3	10.9	6.4	R	69	67	62	.05	-.01	.06	R	64	62
						S	72	70	64						
						SN	71	69	63				SN	52	61
20/20	10.7	5.7	6.4	13.4	20.2	R	65	63	58	-.10	-.13	-.07	R	33	31
						S	72	69	64						
						SN	73	71	65				SN	63	72
Sneak Previews	9.7	9.6	10.9	9.6	8.7	R	69	67	63	.01	-.02	.02	R	58	61
						S	72	70	64						
						SN	71	70	64				SN	56	60
Real Kids	9.1	5.0	7.1	9.8	18.4	R	63	62	58	-.16	-.21	-.16	R	35	39
						S	69	67	61						
						SN	75	73	66				SN	66	82
Midnight Special	8.7	3.9	8.2	9.1	17.6	R	61	60	54	-.18	-.25	-.19	R	27	28
						S	68	67	60						
						SN	75	72	66				SN	65	82
Lou Grant	6.2	5.6	4.1	7.2	8.1	R	65	64	58	-.09	-.10	-.08	R	36	42
						S	70	68	62						
						SN	72	70	65				SN	60	68
That's My Line	6.1	4.2	5.0	6.7	7.9	R	64	62	57	-.10	-.14	-.09	R	40	30
						S	72	69	62						
						SN	74	72	65				SN	59	77
Tonight Show	5.9	6.2	4.7	5.5	9.8	R	62	61	58	-.06	-.15	-.11	R	35	34
						S	70	67	62						
						SN	74	71	65				SN	64	73

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Title of Show	Overall Percent of Students Responding "Regularly" and Percent of Each SES Group* Responding "Regularly"					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding "Regularly," "Sometimes," "Seldom or Never"				Correlations of TV Show Ratings with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding "Regularly," "Seldom or Never"		
	Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Response	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	Response	1978	1981
All Creatures Great and Small	5.3	7.1	3.3	4.7	7.0	R S SN	64 69 72	63 66 71	57 63 64	-.07	-.12	-.10	R SN	35 61	39 67
The Waltons	5.3	1.7	4.2	7.5	7.2	R S SN	60 69 74	58 69 71	56 62 66	-.16	-.18	-.19	R SN	21 67	15 74
Jacques Cousteau	4.8	6.3	4.8	4.0	4.9	R S SN	67 74 72	66 72 70	61 66 64	.05	-.01	.00	R SN	34 61	50 68
Merv Griffin	4.7	2.5	4.7	4.1	8.3	R S SN	56 69 72	58 68 70	54 62 64	-.11	-.15	-.12	R SN	28 61	9 69
Mike Douglas	4.4	1.7	3.1	6.5	6.0	R S SN	61 69 74	58 67 71	56 61 66	-.13	-.18	-.16	R SN	25 66	19 73
Good Morning America	4.4	3.4	6.0	3.7	5.9	R S SN	70 68 71	66 66 70	60 61 64	-.04	-.07	-.04	R SN	50 58	70 65
Barnaby Jones	4.4	2.0	5.5	4.7	5.9	R S SN	63 68 72	61 66 71	56 61 64	-.15	-.14	-.11	R SN	36 61	30 67
Nova	3.9	3.7	4.2	3.9	4.2	R S SN	60 70 71	59 68 70	57 62 64	.00	-.11	-.07	R SN	33 58	26 64

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Title of Show	Overall Percent of Students Responding "Regularly" and Percent of Each SES Group* Responding "Regularly"					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding "Regularly," "Sometimes," "Seldom or Never"				Correlations of TV Show Ratings with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding "Regularly," "Seldom or Never"		
	Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Response	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	Response	1978	1981
Electric Company	3.6	1.1	2.1	3.5	8.3	R	57	56	53	-.20	-.25	-.24	R	19	15
						S	66	65	58						
						SN	75	72	66				SN	66	82
Meet the Press	3.5	1.2	2.0	5.1	6.1	R	54	54	49	-.11	-.20	-.17	R	15	7
						S	63	64	60						
						SN	72	71	64				SN	62	70
Soundstage	3.0	1.4	2.6	3.8	3.4	R	62	59	55	-.09	-.16	-.10	R	28	22
						S	65	60	58						
						SN	72	70	64				SN	59	69
PTL Club	2.8	2.6	.9	2.8	6.0	R	57	60	56	-.11	-.15	-.15	R	19	10
						S	66	64	59						
						SN	72	70	64				SN	61	67
NBC Magazine	2.8	2.3	2.2	3.2	4.1	R	55	58	55	-.08	-.13	-.07	R	40	7
						S	69	66	63						
						SN	72	70	64				SN	58	66
Today	2.5	2.5	2.8	2.2	2.7	R	66	65	59	-.01	-.09	-.08	R	36	29
						S	70	67	63						
						SN	73	71	65				SN	63	69
Donahue	2.4	.8	1.3	2.6	6.7	R	61	59	57	-.09	-.10	-.15	R	14	20
						S	71	69	62						
						SN	74	71	64				SN	62	78
700 Club	1.9	.3	1.3	1.9	5.3	R	59	57	54	-.13	-.16	-.16	R	9	16
						S	64	63	57						
						SN	73	71	64				SN	59	77

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Title of Show	Overall Percent of Students Responding "Regularly" and Percent of Each SES Group* Responding "Regularly"					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding "Regularly," "Sometimes," "Seldom or Never"				Correlations of TV Show Ratings with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding "Regularly," "Seldom or Never"		
	Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Response	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	Response	1978	1981
Mr. Rogers	1.8	.8	1.7	1.6	3.8	R	58	57	56	-.11	-.17	-.21	R	12	10
						S	62	61	57						
						SN	73	71	65				SN	67	71
Masterpiece Theater	1.7	1.1	1.7	1.7	1.8	R	62	59	56	-.07	-.07	-.02	R	33	14
						S	70	70	63						
						SN	71	70	64				SN	56	64
Dick Cavett	1.5	.6	1.1	1.7	2.1	R	56	53	50	-.10	-.18	-.20	R	13	31
						S	63	63	56						
						SN	74	71	65				SN	59	78
Sunrise Semester	1.4	.8	.3	1.4	4.3	R	56	54	53	-.11	-.17	-.18	R	10	8
						S	61	59	56						
						SN	73	70	64				SN	56	74
MacNeil Lehrer	1.1	.6	1.1	.5	3.2	R	60	52	55	-.07	-.18	-.11	R	16	52
						S	62	61	56						
						SN	73	71	64				SN	51	71
Odyssey	1.1	-0-	1.3	1.2	2.1	R	62	57	56	-.08	-.11	-.08	R	30	29
						S	63	64	60						
						SN	73	70	64				SN	54	72
Firing Line	1.0	.6	.8	1.1	1.6	R	53	56	58	-.11	-.16	-.16	R	11	12
						S	61	62	57						
						SN	72	70	64				SN	60	68
Washington Week	1.0	.6	.5	.5	2.6	R	48	59	57	-.04	-.09	-.13	R	7	8
						S	71	65	64						
						SN	73	71	64				SN	54	72

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Title of Show	Overall Percent of Students Responding "Regularly" and Percent of Each SES Group* Responding "Regularly"					1981 Average Reading, Written Expression and Mathematics Percent Correct Scores for Those Responding "Regularly," "Sometimes," "Seldom or Never"				Correlations of TV Show Ratings with SES, Overall 1981 Achievement and 1978 Reading Scores			1978 and 1981 Reading Percentiles for Those Responding "Regularly," "Seldom or Never"		
	Overall Percent of Students	% of SES 4	% of SES 3	% of SES 2	% of SES 1	Response	Reading	Written Expression	Mathematics	SES	1981 Achievement	1978 Reading	Response	1978	1981
Wall Street Week	.9	-0-	.6	1.3	2.2	R S SN	52 63 73	58 60 71	55 57 65	-.09	-.17	-.13	R SN	13 64	2 71
Bill Moyer's Journal	.7	.3	-0-	.5	2.1	R S SN	49 61 73	49 59 71	52 58 64	-.10	-.16	-.16	R SN	6 55	3 75

*SES groups shown are: SES 4 = professional, SES 3 = semiprofessional, SES 2 = skilled, and SES 1 = unskilled.

Table 3

Profile of Heavy Viewing Sixth Grade Students - Form A

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM
ACHIEVE		416	44.91470725	9.9348638	20.7847275	68.773717	0.48709677	18684.5182
READING		416	46.27021406	10.5465395	20.0144729	62.209370	0.51709762	19248.4070
WRITING		416	46.19147950	10.0037735	20.5537664	62.940979	0.49072074	19194.8555
MATH		416	45.90552343	9.9713855	22.5923022	68.580035	0.48868740	19076.6978
READ78		147	47.00036631	10.5790073	7.0117456	58.267799	0.87252532	6909.0836
MAX1	GOOD MORNING AMERICA	413	55.80700326	13.0197649	45.4111588	84.009579	0.64213695	23048.2932
MAX2	BARNABY JONES	405	53.03300375	13.0437373	44.2348785	81.009211	0.64814852	23823.2115
MAX3	ALICE'S PARADISE	405	57.61923501	11.9272500	42.0057207	69.935593	0.56702611	23335.7918
MAX4	NBC MAGAZINE	397	57.74437897	15.1382875	45.4539313	86.603997	0.76227830	22924.5185
MAX5	MASTERPIECE THEATER	382	57.01077156	15.2279393	45.8136107	89.238986	0.77913171	21778.1938
MAX6	SATURDAY NIGHT LIVE	407	57.57552508	9.5961200	39.5789137	65.832035	0.47566201	23433.2307
MAX7	60 MINUTES	407	56.81431765	10.5415128	41.4737830	70.717600	0.52252339	23123.4873
MAX8	BARNEY MILLER	411	57.41592287	9.6075505	38.7696417	66.042316	0.47370592	23597.9943
MAX9	SOLID GOLD	413	58.20371239	8.1932325	37.9456154	63.453763	0.40316262	24039.2158
MAX10	DYNASTY	408	59.23511007	10.9124672	43.0663107	71.384311	0.54024773	24169.1989
MAX11	MERV GRIFFIN	410	57.81911309	14.0423665	44.8826573	81.973176	0.69350305	23705.8363
MAX12	BENSON	411	56.43537361	8.1441700	34.6241166	61.507573	0.40172327	23195.1471
MAX13	SNEAK PREVIEWS	401	57.18135561	11.9416479	43.1888692	72.642371	0.59633749	22929.7236
MAX14	PTL CLUB	389	56.17579122	15.3460468	46.4779919	90.343619	0.77807516	21853.3928
MAX15	M*A*S*H	411	54.86987162	8.4152696	33.5371261	59.906324	0.41509469	22551.5172
MAX16	BUCK ROGERS	413	58.09675817	9.3032874	39.6003617	65.178132	0.45778485	23999.9137
MAX17	LOU GRANT	406	60.51975349	11.9391792	43.5668471	75.956871	0.59253151	24571.0199
MAX18	MEET THE PRESS	393	56.17775685	15.7276165	46.8020990	92.857871	0.79335331	22077.9370
MAX19	DUKES OF HAZZARD	413	54.46255056	6.4537500	26.2875382	86.629705	0.31757812	22493.0339
MAX20	MATCH GAME	408	58.75422193	10.0327650	40.9772259	68.769336	0.49669588	23972.5793
MAX21	ALL CREATURES	391	56.11193829	13.8019502	43.2669299	80.167005	0.69799513	21939.7268
MAX22	EIGHT IS ENOUGH	414	56.35515539	7.2490335	32.3371169	59.767403	0.35627056	23331.0168
MAX23	HART TO HART	410	59.42831676	7.8227433	39.5229960	64.367399	0.38633776	24365.8149
MAX24	NOVA	398	57.95016576	15.4061208	45.9977622	86.677873	0.76212729	22984.6643
MAX25	FLAMINGO ROAD	410	60.77266015	11.7871220	43.6628112	72.892136	0.58212496	24916.7907
MAX26	REAL PEOPLE	415	56.59592595	6.8637126	33.7530993	60.269634	0.33717184	23487.3072
MAX27	CARTOONS	414	55.37601685	7.0559557	30.3267895	53.507145	0.34675673	22925.4710
H01	HOW MANY HOURS DO YOU WATCH TV?	416	53.82748151	9.8513746	29.9370156	65.700727	0.48300338	22393.2336
H02	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	414	51.28473472	11.7674613	29.4860557	91.995192	0.57833917	21231.9537
H03	HOW MANY HOURS READING FOR PLEASURE?	415	51.48197318	10.6536777	36.4964229	89.199041	0.52296347	21365.0139
ATTITUDE		396	53.10333875	10.6034384	12.3717634	72.738123	0.53270080	20998.9117
SCHOOLA		416	68.79327210	6.3266461	62.6720112	103.280369	0.31018935	28620.0812
EXTRACUR		388	52.14412377	11.3504295	31.8991670	93.931038	0.57623075	20231.9200
H16	HOW EASY IS SCHOOL WORK FOR YOU?	409	50.62967452	10.3650688	22.0501356	69.566523	0.51251967	20707.5369
H18	READING ASSIGNMTS IN FRONT OF TV?	398	53.05429312	10.7935025	39.2312262	73.349556	0.54102939	21115.6037
TVCOUNT		416	51.77559783	11.9334239	34.2166033	91.807127	0.58503424	21538.6437
HA10	TV BEFORE SCHOOL IN THE MORNING?	397	53.91067172	10.2978069	38.9533478	64.194825	0.51663211	21402.5367
HA11	HOW LATE DO YOU WATCH TV?	373	54.25268021	11.4796391	17.4634745	89.055105	0.59439577	20236.2497
HA12	AMOUNT OF TV WATCHED?	399	52.09530298	11.4210191	21.0707389	69.615056	0.57176611	20786.0257
NFLUENCY		405	51.20414056	11.3961702	25.9116918	88.855382	0.56628025	20737.6769
NSES		391	46.67631899	9.8106212	28.2715174	64.386343	0.49619999	18250.4407

Table 4

Profile of Heavy Viewing Sixth Grade Students

Form A

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM
ACHIEVE		380	52.04472994	10.1961350	21.7640994	68.7739472	0.52306605	19776.9974
READING		380	51.44542033	10.0253965	20.0777729	62.2083698	0.51429199	19549.2835
WRITING		380	50.97774565	10.1932279	20.5537661	62.9709756	0.52290156	19371.5433
MATH		380	52.40364574	10.2835452	22.5723032	68.5200351	0.52779123	19913.3638
READ78		165	50.84530675	10.0730145	-9.1704291	58.2677970	0.78418312	8389.5096
MAX1	GOOD MORNING AMERICA	377	46.66830079	5.6671334	45.4111538	84.0075735	0.29187222	17594.1379
MAX2	BARNABY JONES	359	45.56653933	5.1529712	44.2349785	81.0072113	0.27196342	16358.3877
MAX3	ALOHA PARADISE	361	43.86580594	5.3770869	42.0057207	69.9856782	0.28416247	15835.5896
MAX4	NBC MAGAZINE	339	46.24677917	3.9762024	45.4339313	66.1287640	0.21595767	15677.6581
MAX5	MASTERPIECE THEATER	296	47.05062321	5.6559138	45.8136107	89.2367861	0.32879737	13929.9445
MAX6	SATURDAY NIGHT LIVE	363	42.53020359	6.1716526	39.5787137	65.8320350	0.32392773	15436.6502
MAX7	60 MINUTES	375	45.76290596	7.5597727	41.4737830	70.7177959	0.38772023	17161.0895
MAX8	BARNEY MILLER	371	42.22467025	6.5812502	38.7696417	66.0123163	0.34168149	15665.3528
MAX9	SOLID GOLD	365	42.64290100	7.1709389	37.9956456	63.4537692	0.37534410	15571.9589
MAX10	DYNASTY	376	44.68555906	4.9634622	43.0663107	71.3343113	0.25597102	16801.7698
MAX11	MERV GRIFFIN	368	43.89036135	4.4269884	44.8826673	81.9731760	0.23077272	16987.7267
MAX12	BENSON	361	41.55331918	8.6661854	39.6241166	61.5015728	0.45629726	15116.5011
MAX13	SPEAK PREVIEWS	329	45.06891037	5.3097898	43.1238682	72.6728706	0.29273819	14827.6717
MAX14	PTL CLUB	294	47.44781016	4.5166008	46.4779919	68.9106005	0.26341351	13819.6562
MAX15	MASH	366	42.07467710	9.4000594	33.5371261	89.9063243	0.49131924	15399.3382
MAX16	BUCK ROGERS	370	43.47159173	6.9356662	39.6003617	65.1701317	0.36316749	16084.4089
MAX17	LOU GRANT	364	41.32320752	3.6269014	43.5668471	75.9569706	0.19010129	16133.6475
MAX18	MEET THE PRESS	302	47.79114835	5.0437419	46.8028990	92.8573709	0.29023473	14433.8328
MAX19	DUKES OF HAZZARD	360	41.29106531	12.0351709	26.2873382	56.6297054	0.63430920	14864.7835
MAX20	MATCH GAME	355	43.40913620	5.9624900	40.9772259	68.7663358	0.31675611	15408.4061
MAX21	ALL CREATURES	272	47.57649373	6.7697704	45.2669299	80.1670054	0.41061653	12940.8063
MAX22	EIGHT IS ENOUGH	371	42.02279515	9.4859168	32.3371169	59.7674075	0.49245931	15590.4334
MAX23	HART TO HART	373	41.38797196	9.8877619	39.5229960	64.3673974	0.51207872	15437.7208
MAX24	NOVA	312	47.30161186	5.7342701	45.5977622	86.6773726	0.32463912	14759.1029
MAX25	FLAMINGO ROAD	355	44.52731031	3.7860800	43.6623112	72.8921365	0.20094126	15807.2059
MAX26	REAL PEOPLE	343	41.74574260	8.9905372	33.7050443	60.2696241	0.47037837	15237.1960
MAX27	CARTOONS	371	42.93590018	10.0576665	30.3267895	58.5071403	0.52260720	15929.2190
HQ1	HOW MANY HOURS DO YOU WATCH TV?	380	44.38763513	9.5661034	29.4370456	66.7007271	0.49125683	16866.1575
HQ2	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	379	50.23807322	9.5339585	29.4360537	91.9951925	0.48972695	19059.1800
HQ3	HOW MANY HOURS READING FOR PLEASURE?	377	50.26641417	10.5446039	36.4954229	89.1998412	0.54110178	18950.4381
ATTITUDE		356	48.86961353	10.7122344	12.3717634	72.7366234	0.56774729	17376.1534
SHOWSA		380	34.34195968	3.0069171	19.2630766	37.4668234	0.15425159	13049.9185
EXTRACUR		347	49.06626917	10.0220731	31.8791670	86.6503624	0.53301307	17025.9954
HQ6	HOW EASY IS SCHOOL WORK FOR YOU?	377	50.29266437	9.8117289	33.9292326	69.5669235	0.50532975	18956.5720
HQ8	READING ASSGNTS IN FRONT OF TV?	374	46.71171353	8.7924222	39.2312262	73.3498557	0.45464533	17470.1816
TVCOUNT		380	48.66487127	8.7865815	34.2166033	91.5071269	0.45074212	18492.6511
HA10	TV BEFORE SCHOOL IN THE MORNING?	371	45.72296242	8.8699377	38.9533478	64.1948253	0.46050692	16963.2191
HA11	HOW LATE DO YOU WATCH TV?	365	44.93560682	9.9394530	17.4834745	80.1036514	0.52025475	16401.4955
HA12	AMOUNT OF TV WATCHED?	371	47.04391120	9.6659561	21.0707384	69.6150563	0.50183148	17453.2911
MFLUENCY		362	50.63209131	10.7302485	25.4116418	88.8553824	0.56396934	18328.6171
HSES		350	52.39239709	10.4470800	28.2715174	64.3863426	0.55841991	18337.3390

Table 5

Profile of Heavy Viewing Sixth Grade Students

Form B

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM
ACHIEVE		407	45.11254598	9.8382817	18.4939389	63.955858	0.48766552	18360.8062
READING		407	46.10721615	10.6631553	18.2733987	62.142431	0.52880281	18766.4510
WRITING		407	46.17103873	10.3011238	20.4332351	62.607241	0.51060775	18791.6128
MATH		407	46.55152567	9.7734922	17.2003915	68.077114	0.48445102	18946.4998
READ78		132	43.29353799	13.2060280	-12.7164316	58.234045	1.14943720	5978.4065
NBX1	TODAY	389	55.62663100	14.5956047	46.3038912	89.214336	0.74003059	21638.7593
NBX2	MR. ROGERS	392	55.29431015	16.0707452	47.1577899	102.631013	0.81169721	21675.5657
NBX3	WALL STREET WEEK	372	55.95564179	16.5364276	47.2292812	107.906029	0.85737383	20815.4986
NBX4	LOTO	396	58.24032570	9.6920835	39.8500793	68.106801	0.48709552	23063.1650
NBX5	JACQUES COUSTEAU	385	54.66035912	12.5925642	43.7963538	77.990371	0.64203132	21044.2333
NBX6	THATS INCREDIBLE	401	57.10567593	7.9350375	31.3847020	61.280699	0.39625786	22899.3015
NBX7	FIRING LINE	354	56.14314471	16.2848779	47.0656337	102.469783	0.86553149	19874.6732
NBX8	PM MAGAZINE	395	55.93165912	10.4842667	40.1009452	68.560633	0.52752071	22100.9172
NBX9	FAMILY FEUD	406	57.18427915	9.3383300	35.7058912	64.580310	0.46345354	23216.8173
NBX10	20/20	403	58.48410578	10.6200329	41.8624639	70.797763	0.52901133	23569.0950
NBX11	THREES COMPANY	404	57.22209892	6.5841226	33.0748910	60.098303	0.32757234	23117.7078
NBX12	HAPPER VALLEY	400	57.80124472	8.7319933	40.1194733	63.857822	0.43659966	23121.6979
NBX13	TONIGHT SHOW	397	58.03018317	13.3151348	44.7250121	78.699260	0.66826746	23038.1018
NBX14	BJ AND THE BEAR	405	58.32822524	6.8337096	35.4156162	61.870926	0.33956976	23622.9312
NBX15	LOVE BOAT	402	55.70301919	8.8796577	27.6735233	57.813769	0.27325067	22393.4178
NBX16	MIKE DOUGLAS	402	58.56154009	12.8783871	44.5328209	80.918020	0.64231557	23541.8999
NBX17	DALLAS	405	57.68702964	7.4612404	37.8749724	62.187679	0.37075201	23364.0571
NBX18	CHIPS	396	57.38027816	5.8207232	31.9943141	59.540567	0.29250335	22722.8322
NBX19	SOUNDSTAGE	355	54.20721532	14.0331071	46.7012336	92.247285	0.74479999	19244.2714
NBX20	DIFFERENT STROKES	405	56.87796992	5.9091754	30.6917498	58.611405	0.29362928	22914.0776
NBX21	MUPPETS	405	56.51078552	10.0251077	38.8657205	65.138606	0.49813161	22886.8681
NBX22	QUINCY	403	60.37037903	8.7650758	40.0791255	67.474075	0.43661952	24329.2711
NBX23	WILD KINGDOM	401	58.17037656	10.5492527	41.7554284	70.160187	0.52677959	23326.4014
NBX24	HAPPY DAYS	404	55.33901600	5.1320395	27.0127691	57.032099	0.25532950	22361.2028
NBX25	THE WALTONS	401	59.00630300	13.0129631	44.2131311	77.539324	0.64983637	23661.5286
NBX26	NATIONAL NEWS	399	56.19333331	10.4957687	40.8336873	67.465394	0.52576719	22420.5521
NBX27	LOCAL NEWS	401	53.78578102	9.2730943	37.6656273	63.849732	0.46321606	22370.0905
NC1	HOW MANY HOURS DO YOU WATCH TV?	407	54.34307249	10.1658263	29.7205348	66.641302	0.50390180	22117.6305
NC2	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	405	52.28412311	10.7437692	29.8527160	90.670127	0.53387212	21176.8119
NC3	HOW MANY HOURS READING FOR PLEASURE?	406	51.70121498	10.8075155	36.7576259	89.240352	0.53646725	20991.9113
ATTITUDE		371	53.81169712	9.6148613	18.0573298	72.500730	0.49917873	19964.1397
SHOWSB		407	67.28562076	5.4317707	42.6466319	100.155253	0.27023424	27629.8547
EXTRACUR		374	52.56162448	10.8276006	31.7818235	93.344283	0.55988231	19658.0476
NC6	HOW EASY IS SCHOOL WORK FOR YOU?	399	50.26620065	10.5193355	27.3915205	69.871720	0.52662647	20056.9535
NC8	MATH ASSGNTS IN FRONT OF TV?	402	52.55010300	10.6227962	39.1664015	72.174054	0.52981692	21125.1419
NB9	FINISH HOMEWORK BEFORE WATCHING TV?	401	49.19703054	9.8324944	39.6503205	65.519083	0.49350852	19728.3300
NB10	PARENTS WATCH SAME PROGRAMS?	399	52.39010469	10.0733749	22.0499258	66.086227	0.50530077	20903.7715
NB11	DISCUSS TV WITH PARENTS?	402	53.93158039	10.8635860	35.7016162	72.343814	0.54182642	21680.4953
NB12	WATCH TV WITH FAMILY & FRIENDS?	401	50.07072255	10.4764789	29.5333240	64.726298	0.52317039	20078.3862
NB13	HOW OFTEN GET TO WATCH WHAT YOU WANT?	402	51.28441063	10.6638630	16.6901361	66.049137	0.53186514	20616.3331
NB14	HOW OFTEN SPANISH LANGUAGE PROGRAMS?	401	53.60161511	11.9387124	44.6791680	90.565121	0.59619085	21495.4507
NFLUENCY		398	51.66304579	11.2707606	45.4436704	90.448085	0.56495218	20561.8922
NSES		373	46.53211165	9.5866225	27.4318767	64.202910	0.49649041	17356.9776

Table 6

Profile of Light Viewing Sixth Grade Students

From A

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM
ACHIEVE		412	53.21046645	9.0362797	21.9529980	68.403220	0.44510555	21922.7122
READING		412	52.58600986	8.6037883	18.2733587	62.142431	0.42782940	21665.4361
WRITING		412	52.35952267	9.2600362	20.4352351	62.607231	0.45719157	21571.7113
MATH		412	52.41909201	9.4816565	27.3761360	68.077114	0.46712769	21596.6659
READ78		139	51.35338000	9.8764384	-12.7141316	68.234018	0.83787821	7138.1198
NBX1	TODAY	367	48.23501971	7.4414982	46.3033918	89.214336	0.38844305	17702.2522
NBX2	MR. ROGERS	363	47.97329377	5.1803650	47.1577879	102.631073	0.27231854	17423.3306
NBX3	WALL STREET WEEK	312	48.10942662	5.0850120	47.2292812	77.567655	0.28793873	15008.5511
NBX4	LOGO	400	43.67583676	7.0517927	39.8300793	68.186601	0.35259963	17470.2147
NBX5	JACQUES COUSTEAU	358	47.45826620	8.0023083	43.7963538	77.940371	0.42293514	16993.6393
NBX6	THATS INCREDIBLE	400	41.77356078	9.0566079	31.3847020	61.280499	0.45333039	16709.4424
NBX7	FIRING LINE	257	48.14353435	5.8796220	47.0656337	102.469753	0.36800393	12372.8385
NBX8	PM MAGAZINE	391	45.01349703	7.9716130	40.1009152	68.560633	0.40314180	17600.3368
NBX9	FAMILY FEUD	402	41.23669928	7.5273938	35.7058912	64.660310	0.37542978	16577.1370
NBX10	20/20	399	44.83576707	6.7697337	41.8524659	70.797763	0.33892090	17889.4711
NBX11	THREES COMPANY	400	41.21569393	9.0199882	33.0742910	60.079303	0.45097926	16486.2776
NBX12	HAPPER VALLEY	388	42.87250388	6.0671426	40.1194733	63.857422	0.30801250	16634.8633
NBX13	TONIGHT SHOW	368	46.20197772	4.9536425	44.2250121	78.694560	0.25822647	17002.3378
NBX14	BJ AND THE BEAR	401	41.42373577	7.9310226	35.4126162	61.870936	0.39595325	16610.9160
NBX15	LOVE BOAT	400	40.60910189	10.5425612	27.6735233	57.843969	0.52712306	16243.6408
NBX16	MIKE DOUGLAS	398	45.81270232	5.0035503	44.5328209	80.918020	0.25080531	18233.4855
NBX17	DALLAS	398	42.19007754	7.3923013	37.8944724	62.187679	0.37054273	16774.8349
NBX18	CHIPS	395	40.60746270	9.3338712	31.5443141	59.540569	0.46963003	16039.9478
NBX19	SOUNDSTAGE	266	48.33077118	7.0335734	46.7043336	92.247295	0.43432178	12855.9351
NBX20	DIFFERENT STROKES	402	39.75724377	9.5963955	30.6947448	58.611405	0.47863468	15982.4116
NBX21	MUPPETS	403	44.60266400	8.1602306	39.8457203	65.138606	0.40659198	17974.9523
NBX22	QUINCY	398	42.82261218	5.6447771	40.0791255	67.474045	0.29307246	16924.0116
NBX23	WILD KINGDOM	392	45.41337816	6.8977454	41.7954284	70.160157	0.34838875	17802.0449
NBX24	HAPPY DAYS	394	39.25923474	11.0913043	27.0427691	57.032029	0.55875677	15468.1395
NBX25	THE WALTONS	386	45.63769926	5.2473036	44.2131341	77.539324	0.26708072	17616.1519
NBX26	NATIONAL NEWS	396	45.67756927	8.1282561	40.8336673	67.465334	0.40876024	18167.5174
NBX27	LOCAL NEWS	392	45.01805918	8.6953302	37.6686273	63.843732	0.43918050	17645.9134
NB1	HOW MANY HOURS DO YOU WATCH TV?	412	44.51959043	9.6603329	29.7203148	66.691302	0.48579359	18342.0746
NB2	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	412	50.11911655	10.5073413	29.8697160	90.670127	0.51765925	20649.0769
NB3	HOW MANY HOURS READING FOR PLEASURE?	412	49.71707977	9.5872203	36.7576259	89.240352	0.47232844	20484.2292
ATTITUDE		379	48.42955163	10.8094297	12.9277964	72.500730	0.55524311	18354.9138
SESSB		412	34.06837947	3.5235776	20.9674693	37.639214	0.17359519	14044.4107
EXTRACUR		387	48.65360034	9.1997167	31.7818235	96.960040	0.46764788	18829.0317
NB6	HOW EASY IS SCHOOL WORK FOR YOU?	403	51.02102057	10.1019796	22.3915805	69.871720	0.50361396	20561.4713
NB8	MATH ASSIGNMTS IN FRONT OF TV?	399	46.81855373	9.0328165	39.1664045	72.174034	0.45220644	18680.6029
NB9	FINISH HOMEWORK BEFORE WATCHING TV?	397	50.07503847	10.2372408	39.6512205	65.519083	0.51379239	19880.1555
NB10	PARENTS WATCH SAME PROGRAMS?	397	46.83971265	10.2032438	22.0490558	66.886627	0.51218650	18595.3659
NB11	DISCUSS TV WITH PARENTS?	397	47.81571299	9.0057944	35.7016462	72.343814	0.45192586	18982.8381
NB12	WATCH TV WITH FAMILY & FRIENDS?	398	50.44662455	9.5466106	29.5353240	64.726298	0.47852835	20077.7566
NB13	HOW OFTEN GET TO WATCH WHAT YOU WANT?	397	47.58613513	10.2126655	16.6901361	66.049137	0.51255899	18891.6956
NB14	HOW OFTEN SPANISH LANGUAGE PROGRAMS?	392	49.53699203	9.8402106	44.6791680	90.563121	0.49700569	19418.8009
NFLUENCY		384	50.19040866	10.5327355	25.4438709	90.448085	0.53749691	19273.1169
NSES		364	54.17674202	9.4796175	27.4314767	84.202410	0.49686697	19720.3341

Table 7

Profile of Heavy Viewing Sixth Grade Students

Form C

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM
ACHIEVE		312	42.51665210	10.2218599	20.7366732	68.091580	0.57870053	13255.8193
READING		312	43.31579378	11.3285176	19.0430092	61.736949	0.64135101	13514.5292
WRITING		312	44.13701793	10.5019999	20.1277289	62.684377	0.59453867	13771.0086
MATH		312	45.31892522	9.5181444	22.9369906	68.151719	0.54055723	14139.5047
READ78		118	45.43287592	11.8305456	6.9714857	58.080090	1.08909920	5361.0794
NCX1	ODYSSEY	258	58.43280819	20.3761238	17.5979237	109.717928	1.26856218	15075.6695
NCX2	JEFFERSONS	309	58.86069735	8.6930708	37.4255030	66.098534	0.49453197	18187.9255
NCX3	ONE DAY AT A TIME	305	58.71938950	9.6367920	39.0836177	67.207409	0.55180110	17909.4138
NCX4	WASHINGTON WEEK	279	57.33875423	18.8501323	17.3287893	108.709800	1.13092264	15997.5682
NCX5	FRIDAYS	302	57.77581502	10.8731395	41.9167041	67.460145	0.62552800	17448.2961
NCX6	BILL MOYERS JOURNAL	282	58.59339037	20.8157064	17.8369192	117.568299	1.23955758	16523.3334
NCX7	REAL KIDS	303	60.37352353	10.9367365	42.0620158	71.574694	0.63117152	18293.1777
NCX8	DANCE FEVER	305	60.82129570	10.6345227	42.1681963	70.402416	0.60893100	18550.4952
NCX9	DONAHUE	301	59.19148617	15.7469550	45.7559828	91.126728	0.90763940	17815.6373
NCX10	SUNRISE SEMESTER	283	57.66740717	18.6156665	17.4364611	107.756914	1.10658651	16319.8762
NCX11	FANTASY ISLAND	309	57.32258012	6.4223491	29.5681280	59.991595	0.36535467	17712.6773
NCX12	EDDS	305	58.65504102	8.1511253	38.6996377	63.500780	0.46670386	17953.8375
NCX13	DICK CAVETT	297	59.31536392	19.0070938	17.0038137	104.292820	1.10290344	17616.6616
NCX14	THATS MY LINE	306	60.03063998	12.8335669	43.4916391	76.198328	0.73650150	18369.3758
NCX15	SOAP	306	59.91360332	9.9270303	41.1323062	68.160574	0.56749341	18333.5626
NCX16	MIDNIGHT SPECIAL	307	61.63376996	12.0033658	43.8767898	73.571193	0.68506844	18921.5674
NCX17	INCREDIBLE HULK	310	58.83870938	7.3201903	36.2160919	63.137942	0.41575887	18240.0001
NCX18	CHARLIES ANGELS	309	59.76699266	7.7577677	37.9797395	69.538079	0.44142070	18468.0026
NCX19	700 CLUB	288	57.93025048	17.8656762	17.0440148	99.336346	1.05274506	16686.2161
NCX20	JOKERS WILD	304	59.26083189	8.9765530	39.4531994	67.590304	0.51493513	18015.2929
NCX21	ELECTRIC COMPANY	301	59.19268730	14.8337256	45.1218336	82.274354	0.85500173	17817.0592
NCX22	VEGAS	309	60.98360690	6.8601484	38.7028775	69.830616	0.39026021	18843.9344
NCX23	THOSE AMAZING ANIMALS	302	56.18263362	7.8187961	32.4216310	60.784567	0.45164959	16967.1559
NCX24	MACNEIL LEHRER	280	57.53374921	17.9577057	17.2442697	104.295958	1.07317818	16109.5058
NCX25	WHITE SHADOW	305	59.49133631	7.2803504	38.4029052	69.072976	0.41734118	18149.6728
NCX26	ARCHIE BUNKERS PLACE	309	59.31933779	9.2826037	40.1193204	67.178378	0.52806887	18329.7526
NCX27	TV MOVIES	305	54.89031337	8.6126122	31.0807158	60.012697	0.49315674	16741.5456
NH1	HOW MANY HOURS DO YOU WATCH TV?	312	53.96333053	10.8333361	30.0764058	66.797722	0.57757257	16838.3064
NH2	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	309	50.77163332	11.8537283	29.2419036	91.562152	0.67161913	15689.4347
NH3	HOW MANY HOURS READING FOR PLEASURE?	312	50.92379091	10.7391976	36.0807790	83.474256	0.60793734	15889.8328
ATTITUDE		295	52.55193629	11.0378114	11.9301407	72.453324	0.65676527	14977.3104
SUCCSC		312	69.22663565	6.1918714	63.3624207	103.055085	0.35071553	21617.4303
EXTRACUR		291	52.40092482	10.4918526	32.0620778	86.260667	0.61511224	15245.5527
NH6	HOW EASY IS SCHOOL WORK FOR YOU?	303	49.48275380	11.3079347	21.4220755	70.141915	0.65421975	14993.2749
NC8	WRITING ASSIGNTS IN FRONT OF TV?	306	53.16203597	11.4963726	36.9697061	71.382707	0.65434557	16267.5830
NC9	HOW OFTEN IS TV USED IN CLASS?	305	51.77673837	12.7536004	43.622 [illegible]912	91.683105	0.73026703	15791.9206
NC10	COMPARED TO WHEN YOUNGER, DO YOU READ?	305	51.97627314	11.5243252	24.5161327	75.139226	0.65933094	15853.8633
NC11	HOW OFTEN WATCH ED (PUBLIC) STATION?	307	45.07273593	11.5922616	27.8118048	61.671904	0.66103459	13837.3299
NC12	COMPARED TO WHEN YOUNGER, DO YOU WATCH?	307	47.06017044	9.9779038	37.9911703	61.192676	0.56947361	14447.4723
NC13	DO YOU HAVE YOUR OWN CALCULATOR?	302	48.01323359	9.9218478	39.4597281	59.484214	0.57093818	14499.9965
NFLUENCY		301	51.40737328	11.5438846	45.4419758	86.719783	0.66537845	15473.6199
NSES		293	48.36779621	9.0727689	27.8915027	64.119096	0.53003799	14298.6243

Table 8

Profile of Light Viewing Sixth Grade Students

Form C

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM
ACHIEVE		382	54.54794189	9.1178912	10.1172073	68.041580	0.46651190	20990.1138
READING		382	53.87277337	8.5210162	19.0330592	61.738919	0.43597311	20579.3994
WRITING		382	53.51191305	9.0100603	20.1297234	62.680577	0.46052972	20441.5508
MATH		382	54.17171423	9.9182073	17.9131319	68.151719	0.50745963	20693.5918
READ78		140	52.85971095	8.6143917	-5.8056654	58.030030	0.72809124	7400.3595
NCX1	ODYSSEY	293	48.90265631	6.5610383	47.5979237	109.717928	0.42035081	11783.7155
NCX2	JEFFERSONS	378	41.14238923	6.4619938	37.4255080	66.098554	0.33236910	15551.8212
NCX3	ONE DAY AT A TIME	373	42.27912818	6.3916905	39.0036177	67.807409	0.32835770	15770.2267
NCX4	WASHINGTON WEEK	300	48.93410787	5.7776747	47.3037893	78.019295	0.33357920	14536.2324
NCX5	FRIDAYS	341	44.31377076	5.8766678	41.9167011	67.960495	0.31825023	15110.9758
NCX6	BILL MOYERS JOURNAL	277	48.21455579	3.6152602	47.8369492	82.702624	0.21721933	13355.4320
NCX7	REAL KIDS	346	43.68268251	4.8861549	42.0820158	71.579469	0.26268131	15114.2031
NCX8	DANCE FEVER	369	43.23911328	4.0223357	42.1681963	70.902416	0.20937943	15955.3135
NCX9	DONAHUE	365	47.12332034	5.4063878	45.7559828	68.481356	0.28298327	17200.0119
NCX10	SUNRISE SEMESTER	280	47.75960367	3.1106916	47.4369611	77.595430	0.18587657	13372.6890
NCX11	FANTASY ISLAND	375	39.63976206	9.5987095	29.9689280	89.941595	0.49309324	14864.9137
NCX12	EMOS	368	42.36840313	6.6258605	38.6916377	63.500780	0.34536600	15591.5724
NCX13	DICK CAVETT	340	47.50916816	4.0237500	47.0338137	104.272820	0.22174360	16151.5192
NCX14	THATS MY LINE	365	44.83346874	4.4500036	43.4916391	59.817234	0.23502198	16364.2161
NCX15	SOAP	376	43.09230416	5.4142596	41.1523062	68.168574	0.27921912	16202.7064
NCX16	MIDNIGHT SPECIAL	348	44.45105304	2.8176803	43.8967898	58.733791	0.15104352	15468.9665
NCX17	INCREDIBLE HULK	378	41.80690125	8.1966383	36.2160919	63.137942	0.42158958	15803.0087
NCX18	CHARLIES ANGELS	368	41.43956575	6.4650193	37.9747895	64.533074	0.33701243	15249.7692
NCX19	700 CLUB	311	48.30508391	6.3485420	47.0440148	99.336346	0.35999279	15022.8811
NCX20	JOKERS WILD	375	42.66022536	6.5434006	39.4531994	67.590304	0.33789976	16075.8470
NCX21	ELECTRIC COMPANY	362	46.01551503	4.2734028	45.1218336	82.274359	0.22460716	16663.4764
NCX22	VEGAS	374	41.18766966	5.3157035	38.7028795	64.880616	0.27486848	15401.1866
NCX23	THOSE AMAZING ANIMALS	368	42.20732682	9.0265422	32.4216310	60.784767	0.47059104	15533.2531
NCX24	MACNEIL LEHRER	278	47.85993510	4.8083922	47.2442697	104.255058	0.28836020	13305.0620
NCX25	WHITE SHADOW	362	41.81340629	6.2837903	38.4099052	64.077976	0.33026868	15136.4531
NCX26	ARCHIE BUNKERS PLACE	374	42.86536036	6.2020736	40.1193209	67.148398	0.32070159	16031.7303
NCX27	TV MOVIES	366	43.84715011	9.5761573	31.0307158	60.012697	0.50055376	16018.0369
NC1	HOW MANY HOURS DO YOU WATCH TV?	382	43.03667454	9.1200018	30.0794058	66.797322	0.46666032	16745.6078
NC2	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	378	49.97410253	9.7010501	29.2419036	91.562152	0.49896818	18890.2108
NC3	HOW MANY HOURS READING FOR PLEASURE?	381	51.27491324	10.8077060	36.0307730	90.294752	0.55369555	19535.5514
ATTITUDE		359	50.32009943	10.5692418	16.2532252	72.453324	0.55782325	18064.9139
SNORSC		382	35.27622400	2.7660362	24.9928453	38.223733	0.14152273	13475.5176
EXTRACUR		356	49.67155038	10.1824762	32.0620778	97.100408	0.53967122	17683.0721
NC6	HOW EASY IS SCHOOL WORK FOR YOU?	376	51.25303191	10.3517720	21.9280925	70.141915	0.53591472	19273.3308
NC8	WRITING ASSGNMTS IN FRONT OF TV?	375	45.89123337	8.9147726	36.9657061	71.382907	0.46035688	17209.2126
NC9	HOW OFTEN IS TV USED IN CLASS?	373	49.35599994	9.3039595	43.6221912	91.693105	0.48174076	18409.7830
NC10	COMPARED TO WHEN YOUNGER, DO YOU READ?	371	48.97344609	9.0256083	44.5161327	75.139526	0.46858624	18169.1485
NC11	HOW OFTEN WATCH ED (PUBLIC) STATION?	370	51.81892094	8.9210760	27.8118068	61.671504	0.46378765	19173.0007
NC12	COMPARED TO WHEN YOUNGER, DO YOU WATCH?	374	54.24464526	8.8654445	37.9911703	61.192696	0.45842122	20287.4973
NC13	DO YOU HAVE YOUR OWN CALCULATOR?	369	51.01857759	9.9054995	39.4597281	59.484214	0.51565971	18825.8551
NFLUENCY		352	48.60817131	8.7934037	45.9419758	86.719783	0.46868999	17110.0763
NSES		346	54.19541487	9.4748381	27.5915027	64.119096	0.50937045	18751.6138

Table 9

Statistics and Correlations for
Degree of Access to Television

VARIABLE		MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
ACHIEVE	4252	67.22805185	17.23141685	285853.67647057	8.08823529	100.00000000
SES	3921	2.60724305	1.11244746	10223.00000000	1.00000000	5.00000000
TVCOUNT	4252	1.62347131	1.04544779	6903.00000000	0	6.00000000
AGEHOUSA	4219	41.58141740	8.51496859	175432.00000000	2.00000000	81.00000000
NA9LIVIN	4252	0.65606736	0.47481118	2793.00000000	0	1.00000000
NA9DEN	4252	0.40827846	0.49157297	1736.00000000	0	1.00000000
NA9KITCH	4252	0.03574788	0.18568274	152.00000000	0	1.00000000
NA9PBDRM	4252	0.22083725	0.41485978	939.00000000	0	1.00000000
NA9SIBDR	4252	0.11500470	0.31906514	489.00000000	0	1.00000000
NA9YBDRM	4252	0.18673565	0.38974501	794.00000000	0	1.00000000
MAX1	4055	1.24167694	0.52353505	5035.00000000	1.00000000	3.00000000
MAX2	3871	1.32058900	0.55190703	5112.00000000	1.00000000	3.00000000
MAX3	3934	1.57702084	0.71739895	6204.00000000	1.00000000	3.00000000
MAX4	3793	1.22857896	0.49544924	4660.00000000	1.00000000	3.00000000
MAX5	3383	1.19597990	0.46429758	4046.00000000	1.00000000	3.00000000
MAX6	4014	1.79048331	0.76276355	7187.00000000	1.00000000	3.00000000
MAX7	4059	1.58709042	0.69034808	6442.00000000	1.00000000	3.00000000
MAX8	4058	1.83144406	0.73751338	7432.00000000	1.00000000	3.00000000
MAX9	4025	1.94931677	0.78531195	7846.00000000	1.00000000	3.00000000
MAX10	4021	1.49515046	0.71151779	6012.00000000	1.00000000	3.00000000
MAX11	3949	1.28234996	0.54581054	5064.00000000	1.00000000	3.00000000
MAX12	4033	2.14455740	0.74713790	8649.00000000	1.00000000	3.00000000
MAX13	3650	1.46246575	0.67960901	5338.00000000	1.00000000	3.00000000
MAX14	3380	1.16627219	0.46624917	3942.00000000	1.00000000	3.00000000
MAX15	4097	2.24652185	0.76243163	9204.00000000	1.00000000	3.00000000
MAX16	4045	1.82274413	0.78277505	7373.00000000	1.00000000	3.00000000

Table 9

Statistics and Correlations for Degree of Access to Television

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ACHIEVE	NSES	TVCOUNT	SHCNSA	NA9LIVIN	NA9DEN	NA9KITCH	NA9PBDRM	NA9SIBDR	NA9YBDRM
NA9KITCH	0.00184	-0.04860	0.35777	0.02048	-0.03160	0.04624	1.00000	0.18760	0.12118	0.16453
DOES THE KITCHEN CONTAIN A TV?	0.9043	0.0023	0.0001	0.0644	0.0393	0.0026	0.0000	0.0001	0.0001	0.0001
	4252	3921	4252	4219	4252	4252	4252	4252	4252	4252
NA9PBDRM	0.02550	-0.03532	0.69943	0.05531	-0.01051	0.00039	0.18760	1.00000	0.31813	0.36322
DOES THE PARENTS BEDROOM CONTAIN A TV?	0.0964	0.0270	0.0001	0.0003	0.4934	0.0001	0.0001	0.0000	0.0001	0.0001
	4252	3921	4252	4219	4252	4252	4252	4252	4252	4252
NA9SIBDR	-0.02427	-0.01101	0.58613	0.06633	0.00744	0.02003	0.12118	0.31813	1.00000	0.32288
TV IN BROTHERS OR SISTERS ROOM?	0.1136	0.4909	0.0001	0.0001	0.6276	0.1917	0.0001	0.0001	0.0000	0.0001
	4252	3921	4252	4219	4252	4252	4252	4252	4252	4252
NA9YBDRM	-0.05403	0.04040	0.65907	0.11285	0.06794	-0.03336	0.16453	0.36322	0.32288	1.00000
DOES YOUR BEDROOM CONTAIN A TV?	0.0004	0.0024	0.0001	0.0001	0.0001	0.0296	0.0001	0.0001	0.0001	0.0000
	4252	3921	4252	4219	4252	4252	4252	4252	4252	4252
NAX1	-0.07343	0.04347	-0.01462	0.23900	0.03456	-0.01149	0.01765	-0.04231	-0.00927	-0.02218
GOOD MORNING AMERICA	0.0001	0.0078	0.3521	0.0001	0.0278	0.4644	0.2611	0.0070	0.5553	0.1579
	4055	3740	4055	4055	4055	4055	4055	4055	4055	4055
NAX2	-0.14410	0.14524	0.03866	0.33378	0.04910	-0.02703	0.02463	0.00054	0.01860	0.05012
BARNABY JONES	0.0001	0.0001	0.0162	0.0001	0.0022	0.0926	0.1254	0.9731	0.2472	0.0018
	3871	3585	3871	3871	3871	3871	3871	3871	3871	3871
NAX3	-0.11038	0.10608	0.09009	0.30894	0.10181	-0.02136	0.00956	0.02460	0.06010	0.06322
ALOHA PARADISE	0.0001	0.0001	0.0001	0.0001	0.0001	0.1804	0.5407	0.1229	0.0002	0.0001
	3934	3626	3934	3934	3934	3934	3934	3934	3934	3934
NAX4	-0.12623	0.09865	-0.00512	0.20282	0.03270	-0.01602	-0.00439	-0.03445	0.00774	-0.00090
NBC MAGAZINE	0.0001	0.0001	0.7524	0.0001	0.0440	0.3240	0.7870	0.0339	0.6336	0.9558
	3793	3496	3793	3793	3793	3793	3793	3793	3793	3793
NAX5	-0.06626	0.06675	-0.01993	0.26324	0.03127	-0.03172	0.00973	-0.04124	-0.02387	0.00708
MASTERPIECE THEATER	0.0001	0.0002	0.2450	0.0001	0.0690	0.0651	0.5717	0.0165	0.1651	0.6607
	3383	3114	3383	3383	3383	3383	3383	3383	3383	3383
NAX6	-0.11375	0.06597	0.12009	0.40309	0.07434	0.00300	0.00417	0.05577	0.09281	0.10966
SATURDAY NIGHT LIVE	0.0001	0.0001	0.0001	0.0001	0.0001	0.8100	0.7919	0.0004	0.0001	0.0001
	4014	3711	4014	4014	4014	4014	4014	4014	4014	4014
NAX7	-0.01056	-0.05125	0.00336	0.26959	-0.01323	0.02096	0.01354	0.00029	-0.02543	0.01395
60 MINUTES	0.5013	0.0017	0.8058	0.0001	0.3996	0.1819	0.3585	0.9854	0.1052	0.3744
	4059	3742	4059	4059	4059	4059	4059	4059	4059	4059
NAX8	-0.04130	0.06962	0.04400	0.36436	0.06732	-0.04035	0.01238	0.02414	0.00232	0.05331
BARNEY MILLER	0.0085	0.0001	0.0051	0.0001	0.0001	0.0101	0.4303	0.1241	0.8828	0.0007
	4058	3743	4058	4058	4058	4058	4058	4058	4058	4058
NAX9	-0.19272	0.19659	0.06584	0.40271	0.11096	-0.05304	-0.02132	0.02623	0.02435	0.06995
SOLID GOLD	0.0001	0.0001	0.0001	0.0001	0.0001	0.0008	0.1762	0.0961	0.1225	0.0001
	4025	3713	4025	4025	4025	4025	4025	4025	4025	4025

Table 9

Statistics and Correlations for
Degree of Access to Television

CORRELATION COEFFICIENTS / PROB > |R| UNDER H0:RHO=0 / NUMBER OF OBSERVATIONS

	ACHIEVE	NSES	TVCOUNT	SHOWSA	NA9LIVIN	NA9DEN	NA9KITCH	NA9PBDRM	NA9SIBDR	NA9YBDRM
NAX10	-0.17352	0.14834	0.09378	0.41691	0.08433	-0.02152	0.01735	0.02377	0.06408	0.00076
DYNASTY	0.0001	0.0001	0.0001	0.0001	0.0001	0.1725	0.2713	0.1318	0.0001	0.0001
	4021	3707	4021	4021	4021	4021	4021	4021	4021	4021
NAX11	-0.14504	0.11212	0.03625	0.31907	0.03835	-0.04472	0.05709	0.00713	0.04610	0.03420
MERV GRIFFIN	0.0001	0.0001	0.0227	0.0001	0.0160	0.0049	0.0003	0.6543	0.0038	0.0316
	3949	3643	3949	3949	3949	3949	3949	3949	3949	3949
NAX12	-0.01919	-0.01342	0.09404	0.37819	0.02833	0.05057	-0.00350	0.06144	0.03944	0.05037
BENSON	0.2231	0.4131	0.0001	0.0001	0.0721	0.0013	0.8244	0.0001	0.0146	0.0002
	4033	3724	4033	4033	4033	4033	4033	4033	4033	4033
NAX13	-0.01969	-0.00659	0.04108	0.32297	0.03098	-0.00493	0.01293	0.01183	0.00974	0.04174
SNEAK PREVIEWS	0.2344	0.7019	0.0131	0.0001	0.0185	0.7659	0.4349	0.4749	0.5563	0.0117
	3650	3371	3650	3650	3650	3650	3650	3650	3650	3650
NAX14	-0.15167	0.11071	0.00620	0.23041	0.03054	-0.05849	0.02492	-0.00361	0.01463	0.03306
PTL CLUB	0.0001	0.0001	0.7186	0.0001	0.0759	0.0007	0.1475	0.8337	0.3952	0.0546
	3380	3128	3380	3380	3380	3380	3380	3380	3380	3380
NAX15	0.06161	-0.00080	0.01412	0.28091	0.02963	0.02041	-0.01190	0.01091	-0.03044	-0.00497
M*A*S*H	0.0001	0.0001	0.3663	0.0001	0.0579	0.1916	0.4465	0.4852	0.0514	0.7504
	4097	3786	4097	4097	4097	4097	4097	4097	4097	4097
NAX16	-0.12362	0.11396	0.02381	0.34317	0.08382	-0.05666	0.00170	-0.00174	-0.00805	0.04032
BUCK ROGERS	0.0001	0.0001	0.1300	0.0001	0.0001	0.0003	0.9097	0.9119	0.6087	0.0103
	4045	3736	4045	4045	4045	4045	4045	4045	4045	4045
NAX17	-0.10489	0.08512	0.04601	0.45547	0.04937	-0.04346	0.00552	0.01584	0.02648	0.07602
LOU GRANT	0.0001	0.0001	0.0038	0.0001	0.0019	0.0062	0.7205	0.3183	0.0956	0.0001
	3962	3660	3962	3962	3962	3962	3962	3962	3962	3962
NAX18	-0.20317	0.10927	0.01372	0.19316	0.03533	-0.04020	0.04604	-0.00808	0.01468	0.01864
MEET THE PRESS	0.0001	0.0001	0.4191	0.0001	0.0374	0.0179	0.0067	0.6340	0.3873	0.2722
	3472	3206	3472	3472	3472	3472	3472	3472	3472	3472
NAX19	-0.12706	0.10185	0.07871	0.32028	0.08367	-0.00748	-0.00471	0.01416	0.02928	0.08191
DUKES OF HAZZARD	0.0001	0.0001	0.0001	0.0001	0.0001	0.6329	0.7637	0.3657	0.0613	0.0001
	4085	3766	4085	4085	4085	4085	4085	4085	4085	4085
NAX20	-0.13319	0.09463	0.07340	0.41395	0.03076	0.01706	0.03570	0.02107	0.05765	0.04977
MATCH GAME	0.0001	0.0001	0.0001	0.0001	0.0552	0.2877	0.0260	0.1892	0.0003	0.0019
	3886	3583	3886	3886	3886	3886	3886	3886	3886	3886
NAX21	-0.11638	0.06933	0.02034	0.23931	0.05426	-0.04072	0.02095	0.00739	-0.01341	0.03310
ALL CREATURES	0.0001	0.0001	0.2457	0.0001	0.0019	0.0201	0.2319	0.6732	0.4440	0.0588
	3260	3010	3260	3260	3260	3260	3260	3260	3260	3260
NAX22	-0.12038	0.08167	0.08429	0.37239	0.07263	0.00119	0.00956	0.04927	0.04775	0.03976
EIGHT IS ENOUGH	0.0001	0.0001	0.0001	0.0001	0.0001	0.9396	0.5412	0.0016	0.0023	0.0110
	4086	3774	4086	4086	4086	4086	4086	4086	4086	4086

Table 9

Statistics and Correlations for

Degree of Access to Television

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ACHIEVE	NSES	TVCOUNT	SHOWSA	NA9LIVIN	NA9DEN	NA9KITCH	NA9PDORM	NA9SIDOR	NA9YDORM
NAX23	-0.15697	0.15532	0.11450	0.48596	0.07776	-0.02366	0.03050	0.04054	0.07115	0.12543
HART TO HART	0.0001	0.0001	0.0001	0.0001	0.0001	0.1353	0.0541	0.0105	0.0001	0.0001
	3908	3678	3908	3908	3908	3908	3908	3908	3908	3908
NAX24	-0.10971	0.00497	-0.01665	0.27330	0.00752	-0.01978	0.00111	-0.02965	-0.00397	0.00527
NOVA	0.0001	0.7793	0.3289	0.0001	0.6594	0.2460	0.9480	0.0021	0.8159	0.7574
	3440	3179	3440	3440	3440	3440	3440	3440	3440	3440
NAX25	-0.21342	0.17177	0.09220	0.42406	0.07105	-0.02920	0.05005	0.04439	0.05724	0.07919
FLAMINGO ROAD	0.0001	0.0001	0.0001	0.0001	0.0001	0.0603	0.0018	0.0056	0.0003	0.0001
	3898	3604	3898	3898	3898	3898	3898	3898	3898	3898
NAX26	-0.09279	0.09097	0.07074	0.35898	0.09059	-0.02701	0.01572	0.03274	0.01678	0.05703
REAL PEOPLE	0.0001	0.0001	0.0001	0.0001	0.0001	0.0053	0.3169	0.0370	0.2853	0.0003
	4058	3749	4058	4058	4058	4058	4058	4058	4058	4058
NAX27	-0.14703	0.16327	0.04444	0.30893	0.11611	-0.09402	0.01244	0.02602	0.00514	0.05837
CARTOONS	0.0001	0.0001	0.0042	0.0001	0.0001	0.0001	0.4231	0.0939	0.7409	0.0002
	4146	3820	4146	4146	4146	4146	4146	4146	4146	4146
	NAX1	NAX2	NAX3	NAX4	NAX5	NAX6	NAX7	NAX8	NAX9	NAX10

Table 10

Values of R-Square for

Form A Television Shows

NUMBER IN MODEL	R-SQUARE	VARIABLES IN MODEL
2	0.31245739	READ78 NSES

NOTE: THE ABOVE VARIABLES ARE INCLUDED IN ALL MODELS TO FOLLOW.

3	0.31246486	NAX8
3	0.31247068	NAX7
3	0.31270285	NAX17
3	0.31286904	NAX20
3	0.31288911	NAX15
3	0.31294585	NAX16
3	0.31302503	NAX13
3	0.31316533	NAX18
3	0.31357913	NAX5
3	0.31362530	NAX14
3	0.31401928	NAX27
3	0.31408516	NAX4
3	0.31440471	NAX3
3	0.31443340	NAX1
3	0.31526756	NAX2
3	0.31530044	NAX24
3	0.31580306	NAX11
3	0.31588006	NAX12
3	0.31606640	NAX6
3	0.31614521	NAX26
3	0.31619715	NAX19
3	0.31620316	NAX10
3	0.31623132	NAX22
3	0.31637820	NAX21
3	0.31759071	NAX9
3	0.32074352	NAX23
3	0.32125603	NAX25

Table 11

Values of R-Square for

Form B Television Shows

NUMBER IN MODEL	R-SQUARE	VARIABLES IN MODEL
2	0.27190049	READ78 NSES

NOTE: THE ABOVE VARIABLES ARE INCLUDED IN ALL MODELS TO FOLLOW.

3	0.27206066	NBX7
3	0.27200556	NBX21
3	0.27207349	NBX8
3	0.27237294	NBX1
3	0.27259511	NBX5
3	0.27263230	NBX3
3	0.27305129	NBX13
3	0.27410190	NBX23
3	0.27470749	NBX19
3	0.27490242	NBX10
3	0.27607533	NBX25
3	0.27841552	NBX2
3	0.27923465	NBX16
3	0.27920363	NBX9
3	0.27900778	NBX4
3	0.28065753	NBX26
3	0.28144731	NBX22
3	0.28313765	NBX6
3	0.28331341	NBX27
3	0.28480775	NBX15
3	0.28596438	NBX18
3	0.28617611	NBX24
3	0.28625059	NBX11
3	0.28836189	NBX12
3	0.28855008	NBX17
3	0.29242553	NBX20
3	0.30768279	NBX14

Table 12

Values of R-Square for

Form C Television Shows

NUMBER IN MODEL	R-SQUARE	VARIABLES IN MODEL
2	0.32377620	READ78 NSES

NOTE: THE ABOVE VARIABLES ARE INCLUDED IN ALL MODELS TO FOLLOW.

3	0.32377054	NCX9
3	0.32384824	NCX4
3	0.32399687	NCX1
3	0.32401891	NCX19
3	0.32423536	NCX24
3	0.32441233	NCX13
3	0.32520403	NCX10
3	0.32563805	NCX27
3	0.32593503	NCX5
3	0.32660467	NCX6
3	0.32816969	NCX14
3	0.32992040	NCX16
3	0.33116356	NCX12
3	0.33152197	NCX23
3	0.33160019	NCX3
3	0.33213683	NCX20
3	0.33267063	NCX7
3	0.33335639	NCX15
3	0.33594329	NCX11
3	0.33672515	NCX21
3	0.33963774	NCX17
3	0.34240674	NCX26
3	0.34346591	NCX8
3	0.34689742	NCX2
3	0.35291352	NCX18
3	0.35054511	NCX22
3	0.35969127	NCX25

Table 13

Prediction of Achievement - Form A

MODEL: MODEL01		SSE	218776.7	F RATIO	71.80
		DFE	1276	PROB>F	0.0001
DEP VAR: ACHIEVE		MSE	171.455068	R-SQUARE	0.3323

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T RATIO	PROB>|T|	VARIABLE LABEL
INTERCEPT	1	10.528738	4.330623	2.4312	0.0152	
READ78	1	0.506509	0.027280	18.6403	0.0001	
HSES	1	2.385394	0.360460	6.6176	0.0001	
HQ2	1	-0.465658	0.305954	-1.5177	0.1293	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?
HQ3	1	0.199214	0.251875	0.7911	0.4408	HOW MANY HOURS READING FOR PLEASURE?
ATTITUDE	1	0.168224	0.084598	1.9885	0.0470	
EXTRACUR	1	0.384507	0.137056	2.8055	0.0051	
HQ6	1	3.352634	0.476647	7.0338	0.0001	HOW EASY IS SCHOOL WORK FOR YOU?
SHOWSA	1	-0.171739	0.046440	-3.6981	0.0002	
TVCOUNT	1	-0.218716	0.356228	-0.6140	0.5393	
NFLUENCY	1	-2.349353	0.928094	-2.5314	0.0115	
HA12	1	-0.310243	0.455997	-0.6804	0.4964	AMOUNT OF TV WATCHED?

STANDARDIZED B VALUES

	ACHIEVE
INTERCEPT	0
READ78	0.44619482
HSES	0.15750583
HQ2	-0.03510914
HQ3	0.01790178
ATTITUDE	0.04669950
EXTRACUR	0.06370797
HQ6	0.16247478
SHOWSA	-0.03411935
TVCOUNT	-0.01373439
NFLUENCY	-0.05975801
HA12	-0.01516351

Table 14

Prediction of Achievement - Form B

MODEL: MODEL01		SSE	199892.4	F RATIO	42.28
		DFE	1163	PROB>F	0.0001
DEP VAR: ACHIEVE		MSE	171.876493	R-SQUARE	0.3373

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T RATIO	PROB>|T|	VARIABLE LABEL
INTERCEPT	1	17.289912	4.994570	3.4617	0.0006	
READ78	1	0.436358	0.029112	15.0059	0.0001	
HSES	1	2.344695	0.376347	6.1972	0.0001	
NFLUENCY	1	0.969548	1.050917	0.9216	0.3566	
NQ2	1	-0.579048	0.321745	-1.7997	0.0722	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?
NQ3	1	0.407741	0.275160	1.4817	0.1387	HOW MANY HOURS READING FOR PLEASURE?
ATTITUDE	1	0.225542	0.092288	2.4672	0.0130	
EXTRACUR	1	0.194844	0.140521	1.3866	0.1659	
NQ6	1	2.293345	0.477637	4.8119	0.0001	HOW EASY IS SCHOOL WORK FOR YOU?
SHOWSB	1	-0.227033	0.051464	-4.4102	0.0001	
NB10	1	-0.326544	0.445133	-0.7336	0.4633	PARENTS WATCH SAME PROGRAMS?
NB11	1	-0.323353	0.382765	-0.8448	0.3984	DISCUSS TV WITH PARENTS?
NB12	1	2.694673	0.700153	3.8490	0.0001	WATCH TV WITH FAMILY & FRIENDS?
NB13	1	-0.069291	0.480564	-0.1442	0.8854	HOW OFTEN GET TO WATCH WHAT YOU WANT?
NB14	1	-1.232428	0.498335	-2.4731	0.0135	HOW OFTEN SPANISH LANGUAGE PROGRAMS?

STANDARDIZED B VALUES

	ACHIEVE
INTERCEPT	0
READ78	0.39159562
HSES	0.16030275
NFLUENCY	0.02587870
NQ2	-0.04617616
NQ3	0.03795874
ATTITUDE	0.06440029
EXTRACUR	0.03440547
NQ6	0.11997198
SHOWSB	-0.11069900
NB10	-0.01819558
NB11	-0.02198492
NB12	0.09574231
NB13	-0.00349405
NB14	-0.06727276

Table 15

Prediction of Achievement - Form C

MODEL:	MODEL01	SSE	219115.3	F RATIO	53.23
		DFE	1155	PROB>F	0.0001
DEP VAR:	ACHIEVE	MSE	189.710226	R-SQUARE	0.3561

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T RATIO	PROB>|T|	VARIABLE LABEL
INTERCEPT	1	30.309055	4.591046	6.0727	0.0001	
READ78	1	0.401240	0.028935	13.8669	0.0001	
NSES	1	2.588247	0.405725	6.3793	0.0001	
NFLUENCY	1	-2.653636	0.989581	-2.6816	0.0074	
NQ2	1	-0.873459	0.342018	-2.5538	0.0108	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?
NQ3	1	-0.080587	0.289252	-0.2786	0.7806	HOW MANY HOURS READING FOR PLEASURE?
ATTITUDE	1	0.257181	0.094557	2.7199	0.0066	
EXTRACUR	1	0.304339	0.150152	2.0272	0.0429	
NQ6	1	2.443362	0.533456	4.5377	0.0001	HOW EASY IS SCHOOL WORK FOR YOU?
SHOWSC	1	-0.361067	0.049281	-7.3267	0.0001	
NC8	1	0.225067	0.354349	0.6352	0.5255	WRITING ASSGNMTS IN FRONT OF TV?
NC10	1	-1.145971	0.653634	-1.7532	0.0798	COMPARED TO WHEN YOUNGER, DO YOU READ?
NC13	1	0.648476	0.816932	0.7943	0.4272	DO YOU HAVE YOUR OWN CALCULATOR?

STANDARDIZED B VALUES

	ACHIEVE
INTERCEPT	0
READ78	0.36579224
NSES	0.16947571
NFLUENCY	-0.06970222
NQ2	-0.06274611
NQ3	-0.00703133
ATTITUDE	0.07015941
EXTRACUR	0.05011943
NQ6	0.11549609
SHOWSC	-0.18395273
NC8	0.01554883
NC10	-0.04305635
NC13	0.01896160

Table 16

Prediction of Amount of Viewing - Form A

MODEL: MODEL01		SSE	174903	F RATIO	50.85
		DFE	3070	PROB>F	0.0001
DEP VAR: SHOWSA		MSE	56.971659	R-SQUARE	0.1421

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T RATIO	PROB>|T|	VARIABLE LABEL
INTERCEPT	1	26.584586	1.181289	22.5047	0.0001	
HSES	1	-0.635388	0.125590	-5.0608	0.0001	
NQ2	1	-0.053204	0.109313	-0.4867	0.6265	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?
NQ3	1	0.156331	0.093275	1.6764	0.0941	HOW MANY HOURS READING FOR PLEASURE?
ATTITUDE	1	0.221611	0.030519	7.2660	0.0001	
EXTRACUR	1	0.169231	0.051206	3.6935	0.0002	
HA8	1	0.592067	0.120355	4.9193	0.0001	READING ASSGNMTS IN FRONT OF TV?
TVCOUNT	1	0.683345	0.135322	5.0498	0.0001	
HA10	1	0.773860	0.089815	8.6161	0.0001	TV BEFORE SCHOOL IN THE MORNING?
HA11	1	1.309604	0.126217	10.3758	0.0001	HOW LATE DO YOU WATCH TV?
HA12	1	0.561227	0.170956	3.2829	0.0010	AMOUNT OF TV WATCHED?

STANDARDIZED B VALUES

	SHOWSA
INTERCEPT	0
HSES	-0.08728253
NQ2	-0.00831772
NQ3	0.02936577
ATTITUDE	0.12570369
EXTRACUR	0.06335371
HA8	0.08490005
TVCOUNT	0.08539725
HA10	0.15075301
HA11	0.18449491
HA12	0.05670479

Table 17

Prediction of Amount of Viewing - Form B

MODEL: MODEL01		SSE	189215.4	F RATIO	30.60
		DFE	3016	PROB>F	0.0001
DEP VAR: SHOWSB		MSE	62.737211	R-SQUARE	0.1085

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T RATIO	PROB>|T|	VARIABLE LABEL
INTERCEPT	1	30.279990	1.370185	22.0992	0.0001	
NSES	1	-0.707518	0.136441	-5.7719	0.0001	
NB2	1	-0.031719	0.112229	-0.2826	0.7775	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?
NB3	1	-0.191661	0.075883	-1.9489	0.0514	HOW MANY HOURS READING FOR PLEASURE?
ATTITUDE	1	0.235498	0.032368	7.2755	0.0001	
EXTRACUR	1	0.159826	0.053479	2.9886	0.0028	
NB8	1	1.173803	0.126028	9.3139	0.0001	MATH ASSGNMTS IN FRONT OF TV?
NB9	1	-0.233234	0.200706	-1.1621	0.2453	FINISH HOMEWORK BEFORE WATCHING TV?
NB10	1	0.611557	0.165503	3.6951	0.0002	PARENTS WATCH SAME PROGRAMS?
NB11	1	0.719354	0.140032	5.1371	0.0001	DISCUSS TV WITH PARENTS?
NB12	1	0.027920	0.256556	0.1088	0.9140	WATCH TV WITH FAMILY & FRIENDS?
NB13	1	1.090872	0.180481	6.0443	0.0001	HOW OFTEN GET TO WATCH WHAT YOU WANT?
NB14	1	0.453518	0.171855	2.6390	0.0084	HOW OFTEN SPANISH LANGUAGE PROGRAMS?

STANDARDIZED B VALUES

	SHOWSB
INTERCEPT	0
NSES	-0.10310543
NB2	-0.00509287
NB3	-0.03560057
ATTITUDE	0.13201345
EXTRACUR	0.05342750
NB8	0.17099146
NB9	-0.02165552
NB10	0.06611610
NB11	0.09385348
NB12	0.00190172
NB13	0.10688210
NB14	0.04706746

Table 18

Prediction of Amount of Viewing - Form C

MODEL:	MODEL01	SSE	207661.7	F RATIO	32.61
		DFE	3011	PROB>F	0.0001
DEP VAR:	SHOWSC	MSE	68.967680	R-SQUARE	0.1064

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T RATIO	PROB>|T|	VARIABLE LABEL
INTERCEPT	1	38.227378	1.333759	28.6614	0.0001	
HSES	1	-1.162691	0.141101	-8.2401	0.0001	
HG2	1	0.033095	0.121066	0.2899	0.7719	HOW MANY HOURS DO YOU SPEND ON HOMEWORK?
HG3	1	-0.197220	0.106815	-1.8464	0.0649	HOW MANY HOURS READING FOR PLEASURE?
ATTITUDE	1	0.120105	0.034062	3.5260	0.0004	
EXTRACUR	1	0.240572	0.056785	4.2356	0.0001	
HC8	1	0.900870	0.129824	6.9392	0.0001	WRITING ASSGNMTS IN FRONT OF TV?
HC9	1	0.470011	0.185344	2.5359	0.0113	HOW OFTEN IS TV USED IN CLASS?
HC10	1	0.057294	0.237501	0.2412	0.8094	COMPARED TO WHEN YOUNGER, DO YOU READ?
HC11	1	-0.660124	0.085551	-7.7162	0.0001	HOW OFTEN WATCH ED (PUBLIC) STATION?
HC12	1	-1.343707	0.180123	-7.4581	0.0001	COMPARED TO WHEN YOUNGER, DO YOU WATCH?
HC13	1	-1.415274	0.304590	-4.6465	0.0001	DO YOU HAVE YOUR OWN CALCULATOR?

STANDARDIZED B VALUES

	SHOWSC
INTERCEPT	0
HSES	-0.14927183
HG2	0.00512785
HG3	-0.03406284
ATTITUDE	0.06359970
EXTRACUR	0.07527234
HC8	0.12206342
HC9	0.04378269
HC10	0.00430941
HC11	-0.13420831
HC12	-0.13235623
HC13	-0.08058092

Appendix A

Questions* Common to All Forms

Grade 6 Television Survey

Instructions to Students

The purpose of this survey is to find out about your television viewing habits and other activities. It is important that you answer each question as well as you can without spending too much time on any one question.

Before you begin to answer these questions, be sure to:

- o fill in the name of your school,
- o fill in your date of birth, and
- o indicate whether you are male or female.

Please answer each question by making an "X" on the line in front of your choice.

School Name_____

Date of Birth _____ ___ ____ Sex ____ _____

Month Day Year Male Female

1. On a typical weekday, about how many hours do you watch TV?

(1)____ none	(4)____ 1-2	(7)____ 4-5
(2)____ 0-½	(5)____ 2-3	(8)____ 5-6
(3)____ ½-1	(6)____ 3-4	(9)____ 6 or more

2. On a typical school day, how many hours do you spend on homework?

(1)____ none	(4)____ 1-2	(7)____ 4-5
(2)____ 0-½	(5)____ 2-3	(8)____ 5-6
(3)____ ½-1	(6)____ 3-4	(9)____ 6 or more

3. On a typical school day, how many hours do you spend reading for pleasure?

(1)____ none	(4)____ 1-2	(7)____ 4-5
(2)____ 0-½	(5)____ 2-3	(8)____ 5-6
(3)____ ½-1	(6)____ 3-4	(9)____ 6 or more

* Codes for Responses to Questions are Shown in Parentheses

4. During an average five day school week, how many hours do you spend on the following activities?

	None	1-4 Hours	5-8 Hours	9-12 Hours	More Than 12 Hours
	(1)	(2)	(3)	(4)	(5)
Sports	___	___	___	___	___
Music	___	___	___	___	___
Clubs	___	___	___	___	___
Homework	___	___	___	___	___
Play	___	___	___	___	___
Hobbies	___	___	___	___	___
Chores	___	___	___	___	___

5. How much do you like each of the following subjects?

	Very Much	Much	Some	Little	Very Little
	(5)	(4)	(3)	(2)	(1)
Math	___	___	___	___	___
English	___	___	___	___	___
Social studies	___	___	___	___	___
Art	___	___	___	___	___
Music	___	___	___	___	___
Physical Education	___	___	___	___	___
Science	___	___	___	___	___

6. In comparison to other students, how easy is school work for you?

Very Easy (5)	Somewhat Easy (4)	Neither Easy nor Hard (3)	Somewhat Hard (2)	Very Hard (1)
___	___	___	___	___

Form A Questions

7. Please rate how much you watch the following TV shows.

	Regularly (3)	Sometimes (2)	Seldom or Never (1)	Our TV does not get this show (missing)
Good Morning America	___	___	___	___
Barnaby Jones	___	___	___	___
Aloha Paradise	___	___	___	___
NBC Magazine	___	___	___	___
Masterpiece Theater	___	___	___	___
Saturday Night Live	___	___	___	___
60 Minutes	___	___	___	___
Barney Miller	___	___	___	___
Solid Gold	___	___	___	___
Dynasty	___	___	___	___
Merv Griffin	___	___	___	___
Benson	___	___	___	___
Sneak Previews	___	___	___	___
PTL Club	___	___	___	___
M*A*S*H	___	___	___	___
Buck Rogers	___	___	___	___
Lou Grant	___	___	___	___
Meet the Press	___	___	___	___
Dukes of Hazzard	___	___	___	___
Match Game	___	___	___	___
All Creatures Great and Small	___	___	___	___
Eight is Enough	___	___	___	___
Hart to Hart	___	___	___	___
Nova	___	___	___	___
Flamingo Road	___	___	___	___
Real People	___	___	___	___
Cartoons	___	___	___	___

Form B Questions

7. Please rate how much you watch the following TV shows.

	Regularly (3)	Sometimes (2)	Seldom or Never (1)	Our TV does not get this show (missing)
Today	___	___	___	___
Mr. Rogers	___	___	___	___
Wall Street Week	___	___	___	___
Lobo	___	___	___	___
Jacques Cousteau	___	___	___	___
That's Incredible	___	___	___	___
Firing Line	___	___	___	___
PM Magazine	___	___	___	___
Family Feud	___	___	___	___
20/20	___	___	___	___
Three's Company	___	___	___	___
Harper Valley	___	___	___	___
Tonight Show	___	___	___	___
BJ and the Bear	___	___	___	___
Love Boat	___	___	___	___
Mike Douglas	___	___	___	___
Dallas	___	___	___	___
CHiPs	___	___	___	___
Soundstage	___	___	___	___
Different Strokes	___	___	___	___
Muppets	___	___	___	___
Quincy	___	___	___	___
Wild Kingdom	___	___	___	___
Happy Days	___	___	___	___
The Waltons	___	___	___	___
National News	___	___	___	___
Local News	___	___	___	___

Form C Questions

7. Please rate how much you watch the following TV shows.

	Regularly (3)	Sometimes (2)	Seldom or Never (1)	Our TV does not get this show (missing)
Odyssey	___	___	___	___
Jeffersons	___	___	___	___
One Day at a Time	___	___	___	___
Washington Week in Review	___	___	___	___
Fridays	___	___	___	___
Bill Moyers' Journal	___	___	___	___
Real Kids	___	___	___	___
Dance Fever	___	___	___	___
Donahue	___	___	___	___
Sunrise Semester	___	___	___	___
Fantasy Island	___	___	___	___
Enos	___	___	___	___
Dick Cavétt	___	___	___	___
That's My Line	___	___	___	___
Soap	___	___	___	___
Midnight Special	___	___	___	___
Incredible Hulk	___	___	___	___
Charlie's Angels	___	___	___	___
700 Club	___	___	___	___
Joker's Wild	___	___	___	___
Electric Company	___	___	___	___
Vega$	___	___	___	___
Those Amazing Animals	___	___	___	___
MacNeil Lehrer	___	___	___	___
White Shadow	___	___	___	___
Archie Bunker's Place	___	___	___	___
TV Movies	___	___	___	___

8. How often do you do reading assignments while watching TV?

always	often	sometimes	seldom	never
(5)	(4)	(3)	(2)	(1)
___	___	___	___	___

9. Which rooms of your house usually contain a TV set? (Check all that apply.)

(0,1)* ____ living room
(0,1) ____ kitchen
(0,1) ____ parent's bedroom
(0,1) ____ your bedroom
(0,1) ____ brother's or sister's bedroom
(0,1) ____ den, family room

10. How often do you watch TV before school in the morning?

(5) ____ every day
(4) ____ 3-4 days a week
(3) ____ 1-2 days a week
(2) ____ almost never
(1) ____ not at all

11. On a typical week night about how late do you watch TV?

(0) ____ until about 7:00 pm (or earlier)
(1) ____ until about 8:00 pm
(2) ____ until about 9:00 pm
(3) ____ until about 10:00 pm
(4) ____ until about 11:00 pm
(5) ____ until about 12:00 midnight
(6) ____ until about 1:00 at night
(7) ____ until about 2:00 at night
(8) ____ later than 2:00 at night

(missing) ____ I don't watch TV at night.

12. In your opinion, do you watch

(5) ____ far too much TV
(4) ____ a little too much TV
(3) ____ about the right amount of TV
(2) ____ somewhat too little TV
(1) ____ far too little TV

* 0 = no
1 = yes

8. How often do you do <u>math</u> assignments while watching TV?

always (5)	often (4)	sometimes (3)	seldom (2)	never (1)
___	___	___	___	___

9. Are you required to finish your homework before watching TV?

(1)____ yes
(3)____ no
(2)____ sometimes

10. How often do your parents watch the same programs you watch?

always (5)	often (4)	sometimes (3)	seldom (2)	never (1)
___	___	___	___	___

11. How often do you discuss TV programs with your parents?

always (5)	often (4)	sometimes (3)	seldom (2)	never (1)
___	___	___	___	___

12. When you watch TV with your family and friends,

(1)____ nobody ever makes comments about the program.
(3)____ once in awhile someone comments about the program.
(2)____ people frequently make comments about the program.

13. How often do you get to watch what you want?

(5)____ all of the time
(4)____ most of the time
(3)____ some of the time
(2)____ not very often
(1)____ never

14. How often do you watch Spanish language programs?

(5)____ all of the time
(4)____ most of the time
(3)____ some of the time
(2)____ not very often
(1)____ never

8. How often do you do <u>writing</u> assignments while watching TV?

always (5)	often (4)	sometimes (3)	seldom (2)	never (1)
___	___	___	___	___

9. How often is TV used in your class during the week?

(5) ____ every day
(4) ____ 3-4 days a week
(3) ____ 1-2 days a week
(2) ____ seldom
(1) ____ not at all

10. In comparison to when you were younger, do you <u>now</u> read:

(1) ____ more than you did then?
(2) ____ less than you did then?
(3) ____ about the same amount?

11. If your TV set receives the educational (public) station, how often do you watch it?

(7) ____ every day
(6) ____ 5-6 days per week
(5) ____ 3-4 days per week
(4) ____ 1-2 days per week
(3) ____ several days per month
(2) ____ not at all
(1) ____ Our TV set does not receive the educational station.

12. In comparison to when you were younger, do you <u>now</u> watch:

(1) ____ more TV than you did then?
(3) ____ less TV than you did then?
(2) ____ about the same amount?

13. Do you have your own calculator?

(1) ____ yes
(2) ____ no

Appendix B

Form A - Statistics and Correlations

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
ACHIEVE	3921	67.36849342	17.29349162	264151.66666665	8.33333333	100.00000000
READING	3921	70.56235654	23.99263813	276675.00000000	0	100.00000000
WRITING	3921	68.64320326	23.77580146	269150.00000000	0	100.00000000
MATH	3921	62.89977047	19.80600822	246630.00000000	0	100.00000000
READ78	1572	87.20865140	14.91259411	137092.00000000	0	100.00000000
NSES	3921	3.39275695	1.11244746	13303.00000000	1.00000000	5.00000000
NFLUENCY	3899	1.20774553	0.46081059	4709.00000000	1.00000000	3.00000000
NR1	3898	5.79527963	1.97966524	22590.00000000	1.00000000	9.00000000
NR2	3903	3.62797848	1.30388222	14160.00000000	1.00000000	9.00000000
NR3	3908	3.06704197	1.54137834	11986.00000000	1.00000000	9.00000000
ATTITUDE	3592	17.38919822	4.63793221	62462.00000000	0	28.00000000
EXTRACUR	3614	10.93110127	2.74483903	39505.00000000	5.00000000	25.00000000
NR6	3832	3.33820459	0.84318430	12792.00000000	1.00000000	5.00000000
SHOWSA	3890	41.71053985	8.48482783	162254.00000000	2.00000000	81.00000000
NR8	3787	2.25429100	1.17915934	8537.00000000	1.00000000	5.00000000
TVCOUNT	3921	1.64881408	1.05455970	6465.00000000	0	6.00000000
NR10	3744	2.73397436	1.58851731	10236.00000000	1.00000000	5.00000000
NR11	3631	3.60148719	1.17249845	13077.00000000	0	8.00000000
NR12	3743	3.36601656	0.84700202	12599.00000000	1.00000000	5.00000000

Appendix B

Form A Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ACHIEVE	READING	WRITING	MATH	READ78	NSES	NFLUENCY	NQ1	NQ2	NQ3
ACHIEVE	1.00000	0.77305	0.77743	0.74972	0.55269	0.33712	-0.23997	-0.08629	-0.06751	0.07032
	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
	3921	3921	3921	3921	1572	3921	3899	3898	3903	3908
READING	0.77305	1.00000	0.35253	0.39039	0.48432	0.27893	-0.18597	-0.06826	-0.06459	0.05649
	0.0001	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0004
	3921	3921	3921	3921	1572	3921	3899	3898	3903	3908
WRITING	0.77743	0.35253	1.00000	0.40895	0.41445	0.23728	-0.20961	-0.05235	-0.03180	0.06151
	0.0001	0.0001	0.0000	0.0001	0.0001	0.0001	0.0001	0.0011	0.0470	0.0001
	3921	3921	3921	3921	1572	3921	3899	3898	3903	3908
MATH	0.74972	0.39039	0.40895	1.00000	0.36210	0.26033	-0.15200	-0.06050	-0.06058	0.04203
	0.0001	0.0001	0.0001	0.0000	0.0001	0.0001	0.0001	0.0001	0.0002	0.0086
	3921	3921	3921	3921	1572	3921	3899	3898	3903	3908
READ78	0.55269	0.48432	0.41445	0.36210	1.00000	0.30590	-0.26324	-0.08667	-0.03247	0.06789
	0.0001	0.0001	0.0001	0.0001	0.0000	0.0001	0.0001	0.0006	0.1996	0.0072
	1572	1572	1572	1572	1572	1572	1564	1560	1563	1565
NSES	0.33712	0.27893	0.23728	0.26033	0.30590	1.00000	-0.22424	-0.15822	-0.00282	0.04105
	0.0001	0.0001	0.0001	0.0001	0.0001	0.0000	0.0001	0.0001	0.8604	0.0103
	3921	3921	3921	3921	1572	3921	3899	3898	3903	3908
NFLUENCY	-0.23997	-0.18597	-0.20961	-0.15200	-0.26324	-0.22424	1.00000	0.04837	0.06723	0.02081
	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0000	0.0026	0.0001	0.1946
	3899	3899	3899	3899	1564	3899	3899	3876	3881	3886
NQ1 HOW MANY HOURS DO YOU WATCH TV?	-0.08629	-0.06826	-0.05235	-0.03050	-0.03667	-0.15822	0.04837	1.00000	0.03204	-0.04658
	0.0001	0.0001	0.0011	0.0001	0.0006	0.0001	0.0026	0.0000	0.0457	0.0037
	3898	3898	3898	3898	1560	3898	3876	3898	3887	3887
NQ2 HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	-0.06751	-0.06459	-0.03180	-0.06058	-0.03247	-0.00282	0.06723	0.03204	1.00000	0.10635
	0.0001	0.0001	0.0470	0.0002	0.1996	0.8604	0.0001	0.0457	0.0000	0.0001
	3903	3903	3903	3903	1563	3903	3881	3887	3903	3892
NQ3 HOW MANY HOURS READING FOR PLEASURE?	0.07032	0.05649	0.06151	0.04203	0.06789	0.04105	0.02081	-0.04658	0.10635	1.00000
	0.0001	0.0004	0.0001	0.0086	0.0072	0.0103	0.1946	0.0037	0.0001	0.0000
	3908	3908	3908	3908	1565	3908	3886	3887	3892	3908
ATTITUDE	0.09119	0.09212	0.04407	0.07381	0.03039	0.02179	0.04400	-0.07606	0.10764	0.18762
	0.0001	0.0001	0.0082	0.0001	0.2399	0.1916	0.0085	0.0001	0.0001	0.0001
	3592	3592	3592	3592	1449	3592	3571	3569	3575	3582
EXTRACUR	0.03776	0.06031	0.06247	0.02098	0.06677	0.08533	-0.03696	0.01732	0.07705	0.14791
	0.0001	0.0003	0.0002	0.0001	0.0108	0.0001	0.0267	0.2994	0.0001	0.0001
	3614	3614	3614	3614	1458	3614	3593	3593	3597	3605
NQ6 HOW EASY IS SCHOOL WORK FOR YOU?	0.25175	0.19217	0.16157	0.23266	0.15421	0.08262	-0.04332	-0.01960	-0.09181	0.10081
	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0075	0.3676	0.0001	0.0001
	3832	3832	3832	3832	1542	3832	3810	3809	3815	3820

Appendix B
Form A - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER RHO=0 / NUMBER OF OBSERVATIONS

	ACHIEVE	READING	WRITING	MATH	READ78	NSES	NFLUENCY	NQ1	NQ2	NQ3
SHOWSA	-0.11279	-0.10303	-0.07614	-0.07300	-0.05137	-0.10879	-0.01519	0.24389	-0.00991	0.01747
	0.0001	0.0001	0.0001	0.0001	0.0425	0.0001	0.3449	0.0001	0.5375	0.2768
	3590	3590	3590	3590	1560	3590	3870	3868	3872	3877
HA8	-0.11349	-0.08718	-0.08860	-0.08982	-0.10598	-0.11013	0.09457	0.21568	0.03598	0.00787
READING ASSIGNMTS IN FRONT OF TV?	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0272	0.6238
	3787	3787	3787	3787	1522	3787	3767	3765	3770	3774
TVCOUNT	0.00845	0.01451	0.00009	0.00493	0.02155	0.01823	-0.02006	0.03937	-0.01491	-0.03624
	0.5970	0.3636	0.9953	0.7814	0.3932	0.2538	0.2104	0.0001	0.3518	0.0238
	3921	3921	3921	3921	1572	3921	3899	3898	3903	3909
HA10	-0.14082	-0.11055	-0.11247	-0.09937	-0.16860	-0.15406	0.03240	0.30478	-0.04317	-0.10430
TV BEFORE SCHOOL IN THE MORNING?	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0460	0.0001	0.0084	0.0001
	3744	3744	3744	3744	1504	3744	3724	3724	3728	3733
HA11	-0.14926	-0.12514	-0.10206	-0.11656	-0.10675	-0.17056	0.10473	0.34786	-0.06813	-0.09161
HOW LATE DO YOU WATCH TV?	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
	3631	3631	3631	3631	1466	3631	3611	3613	3616	3621
HA12	-0.09086	-0.08518	-0.06348	-0.05822	-0.09686	-0.05718	0.05792	0.27644	0.00724	-0.06904
AMOUNT OF TV WATCHED?	0.0001	0.0001	0.0001	0.0004	0.0002	0.0025	0.0004	0.0001	0.6577	0.0001
	3743	3743	3743	3743	1512	3743	3723	3721	3726	3731

	ATTITUDE	EXTRACUR	NQ6	SHOWSA	HA8	TVCOUNT	HA10	HA11	HA12
ACHIEVE	0.09119	0.08776	0.25175	-0.11279	-0.11349	0.00845	-0.14082	-0.14926	-0.09086
	0.0001	0.0001	0.0001	0.0001	0.0001	0.5970	0.0001	0.0001	0.0001
	3592	3614	3832	3890	3787	3921	3744	3631	3743
READING	0.09212	0.06031	0.19217	-0.10303	-0.08718	0.01451	-0.11055	-0.12514	-0.08518
	0.0001	0.0003	0.0001	0.0001	0.0001	0.3636	0.0001	0.0001	0.0001
	3592	3614	3832	3890	3787	3921	3744	3631	3743
WRITING	0.04407	0.06247	0.16157	-0.07614	-0.08860	0.00009	-0.11247	-0.10206	-0.06348
	0.0082	0.0002	0.0001	0.0001	0.0001	0.9953	0.0001	0.0001	0.0001
	3592	3614	3832	3890	3787	3921	3744	3631	3743
MATH	0.07381	0.05078	0.23266	-0.07300	-0.08982	0.00493	-0.09937	-0.11656	-0.05822
	0.0001	0.0001	0.0001	0.0001	0.0001	0.7814	0.0001	0.0001	0.0004
	3592	3614	3832	3890	3787	3921	3744	3631	3743
READ78	0.03089	0.06677	0.15421	-0.05137	-0.10598	0.02155	-0.16860	-0.10675	-0.09686
	0.2399	0.0108	0.0001	0.0425	0.0001	0.3932	0.0001	0.0001	0.0002
	1449	1458	1542	1560	1522	1572	1504	1466	1512
NSES	0.02179	0.03533	0.08262	-0.10879	-0.11013	0.01823	-0.15406	-0.17056	-0.05718
	0.1916	0.0001	0.0001	0.0001	0.0001	0.2538	0.0001	0.0001	0.0025
	3592	3614	3832	3890	3787	3921	3744	3631	3743

Appendix B

Form A - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ATTITUDE	EXTRACUR	NQ6	SHOWSA	NA8	TVCOUNT	NA10	NA11	NA12
NFLUENCY	0.04400	-0.03696	-0.04332	-0.01519	0.09457	-0.02006	0.03240	0.10473	0.05792
	0.0035	0.0267	0.0075	0.3419	0.0001	0.2101	0.0480	0.0001	0.0004
	3571	3593	3610	3670	3767	3899	3724	3611	3723
NQ1	-0.07606	0.01732	-0.01460	0.24389	0.21568	0.03687	0.30378	0.34766	0.27644
HOW MANY HOURS DO YOU WATCH TV?	0.0001	0.2994	0.3676	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
	3569	3593	3609	3668	3765	3895	3724	3613	3721
NQ2	0.10764	0.07785	-0.09181	-0.00991	0.03578	-0.01491	-0.04317	-0.06843	0.00726
HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	0.0001	0.0001	0.0001	0.5375	0.0272	0.3518	0.0084	0.0001	0.6577
	3575	3597	3615	3672	3770	3903	3728	3616	3726
NQ3	0.18762	0.14791	0.10031	0.01747	0.00787	-0.03624	-0.10430	-0.09161	-0.06904
HOW MANY HOURS READING FOR PLEASURE?	0.0001	0.0001	0.0001	0.2768	0.6288	0.0235	0.0001	0.0001	0.0001
	3582	3605	3620	3677	3774	3908	3733	3621	3731
ATTITUDE	1.00000	0.14857	0.21772	0.10392	-0.00363	0.00947	-0.03680	-0.09821	-0.00909
	0.0000	0.0001	0.0001	0.0001	0.8305	0.5705	0.0309	0.0001	0.5941
	3592	3389	3558	3568	3475	3592	3438	3338	3439
EXTRACUR	0.14857	1.00000	0.09653	0.09261	0.03457	0.05283	0.00228	0.00436	-0.02743
	0.0001	0.0000	0.0001	0.0001	0.0410	0.0015	0.8933	0.8006	0.1069
	3389	3614	3579	3590	3495	3614	3456	3362	3457
NQ6	0.21772	0.09653	1.00000	0.02684	0.01416	0.02769	-0.02042	0.02427	-0.01578
HOW EASY IS SCHOOL WORK FOR YOU?	0.0001	0.0001	0.0000	0.0978	0.3837	0.0865	0.2161	0.1476	0.3394
	3558	3579	3632	3605	3709	3832	3669	3562	3669
SHOWSA	0.10392	0.09261	0.02684	1.00000	0.16798	0.12928	0.21989	0.24864	0.12091
	0.0001	0.0001	0.0778	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001
	3568	3590	3605	3690	3764	3890	3721	3609	3722
NA8	-0.00363	0.03457	0.01416	0.16798	1.00000	0.05856	0.16540	0.18691	0.12091
READING ASSGNMTS IN FRONT OF TV?	0.8305	0.0410	0.3837	0.0001	0.0000	0.0003	0.0001	0.0001	0.0001
	3475	3495	3709	3764	3787	3787	3737	3624	3736
TVCOUNT	0.00947	0.05283	0.02769	0.12928	0.05856	1.00000	0.07505	0.11936	0.05078
	0.5705	0.0015	0.0865	0.0001	0.0003	0.0000	0.0001	0.0001	0.0019
	3592	3614	3832	3890	3787	3921	3744	3631	3743
NA10	-0.03680	0.00228	-0.02042	0.21989	0.16540	0.07505	1.00000	0.18391	0.16832
TV BEFORE SCHOOL IN THE MORNING?	0.0309	0.8933	0.2161	0.0001	0.0001	0.0001	0.0000	0.0001	0.0001
	3438	3456	3669	3721	3737	3744	3744	3606	3713
NA11	-0.09821	0.00436	0.02427	0.24864	0.18691	0.11936	0.18391	1.00000	0.21544
HOW LATE DO YOU WATCH TV?	0.0001	0.8006	0.1476	0.0001	0.0001	0.0001	0.0001	0.0000	0.0001
	3338	3362	3562	3609	3624	3631	3606	3631	3605
NA12	-0.00909	-0.02743	-0.01578	0.12091	0.12091	0.05078	0.16832	0.21544	1.00000
AMOUNT OF TV WATCHED?	0.5941	0.1069	0.3394	0.0001	0.0001	0.0019	0.0001	0.0001	0.0000
	3439	3457	3669	3722	3736	3743	3713	3605	3743

Appendix B

Form B - Statistics and Correlations

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
ACHIEVE	3748	68.12435532	17.27557167	255330.83333332	10.83333333	100.00000000
READING	3748	71.36606297	23.60379500	267487.50000000	0	100.00000000
WRITING	3748	69.39039152	23.86253796	260075.00000000	0	100.00000000
MATH	3748	63.61526147	19.89372087	238430.00000000	0	100.00000000
READ78	1946	87.61549101	14.87372949	126692.00000000	0	100.00000000
NSES	3748	3.42289221	1.09961731	12829.00000000	1.00000000	5.00000000
NFLUENCY	3727	1.20257580	0.44626898	4482.00000000	1.00000000	3.00000000
NQ1	3726	5.77294686	1.99677008	21510.00000000	1.00000000	9.00000000
NQ2	3719	3.65555257	1.35096671	13595.00000000	1.00000000	9.00000000
NQ3	3730	3.04852547	1.54664811	11371.00000000	1.00000000	9.00000000
ATTITUDE	3407	17.42236572	4.71835087	59358.00000000	0	28.00000000
EXTRACUR	3449	11.02783415	2.76901399	38035.00000000	5.00000000	24.00000000
NQ6	3666	3.30551009	0.85286272	12118.00000000	1.00000000	5.00000000
SHOWSB	3710	43.46442049	8.64332955	161253.00000000	2.00000000	81.00000000
NB8	3650	2.28931507	1.22373567	8356.00000000	1.00000000	5.00000000
NB9	3638	1.78532161	0.77657061	6495.00000000	1.00000000	3.00000000
NB10	3634	3.48458998	0.91770322	12663.00000000	1.00000000	5.00000000
NB11	3691	2.56852513	1.10233929	9352.00000000	1.00000000	5.00000000
NB12	3628	2.15963065	0.57429839	7817.00000000	1.00000000	3.00000000
NB13	3636	3.68206821	0.83533895	13388.00000000	1.00000000	5.00000000
NB14	3618	1.47346600	0.88952257	5331.00000000	1.00000000	5.00000000

Appendix B

Form B - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ACHIEVE	READING	WRITING	MATH	READ78	NSES	NFLUENCY	NQ1	NQ2	NQ3
ACHIEVE	1.00000	0.77669	0.77732	0.75125	0.51849	0.35323	-0.18224	-0.14743	-0.06655	0.03581
	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
	3748	3748	3748	3748	1446	3748	3727	3726	3719	3730
READING	0.77669	1.00000	0.36050	0.40451	0.43859	0.26960	-0.15567	-0.09382	-0.06241	0.05255
	0.0001	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0013
	3748	3748	3748	3748	1446	3748	3727	3726	3719	3730
WRITING	0.77732	0.36050	1.00000	0.39783	0.37446	0.25812	-0.15057	-0.13902	-0.03029	0.09348
	0.0001	0.0001	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001	0.0648	0.0001
	3748	3748	3748	3748	1446	3748	3727	3726	3719	3730
MATH	0.75125	0.40451	0.39783	1.00000	0.37325	0.29072	-0.10964	-0.10556	-0.06262	0.04248
	0.0001	0.0001	0.0001	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001	0.0095
	3748	3748	3748	3748	1446	3748	3727	3726	3719	3730
READ78	0.51849	0.43859	0.37446	0.37325	1.00000	0.28056	-0.24393	-0.11369	-0.09555	0.03601
	0.0001	0.0001	0.0001	0.0001	0.0000	0.0001	0.0001	0.0001	0.0003	0.1717
	1446	1446	1446	1446	1446	1446	1440	1438	1439	1442
NSES	0.35323	0.26960	0.25812	0.29072	0.28056	1.00000	-0.20932	-0.20688	0.00876	0.03296
	0.0001	0.0001	0.0001	0.0001	0.0001	0.0000	0.0001	0.0001	0.5933	0.0741
	3748	3748	3748	3748	1446	3748	3727	3726	3719	3730
NFLUENCY	-0.18224	-0.15567	-0.15057	-0.10964	-0.24393	-0.20932	1.00000	0.05158	0.04915	-0.00075
	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0000	0.0017	0.0001	0.9636
	3727	3727	3727	3727	1440	3727	3727	3705	3699	3709
NQ1	-0.14743	-0.09382	-0.13902	-0.10556	-0.11369	-0.20688	0.05158	1.00000	0.04554	-0.05196
HOW MANY HOURS DO YOU WATCH TV?	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0017	0.0000	0.0056	0.0017
	3726	3726	3726	3726	1438	3726	3705	3726	3706	3717
NQ2	-0.06655	-0.06241	-0.03029	-0.06262	-0.09555	0.00876	0.04915	0.04554	1.00000	0.24012
HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	0.0001	0.0001	0.0648	0.0001	0.0003	0.5933	0.0001	0.0056	0.0000	0.0001
	3719	3719	3719	3719	1439	3719	3699	3706	3719	3712
NQ3	0.03581	0.05255	0.09348	0.04248	0.03601	0.03296	-0.00075	-0.05196	0.24012	1.00000
HOW MANY HOURS READING FOR PLEASURE?	0.0001	0.0013	0.0001	0.0095	0.1717	0.0741	0.9636	0.0017	0.0001	0.0000
	3730	3730	3730	3730	1442	3730	3709	3717	3712	3730
ATTITUDE	0.11559	0.08205	0.08794	0.09607	0.05877	0.03824	0.01437	-0.07046	0.12097	0.19628
	0.0001	0.0001	0.0001	0.0001	0.0310	0.0256	0.4032	0.0001	0.0001	0.0001
	3407	3407	3407	3407	1347	3407	3387	3391	3387	3398
EXTRACUR	0.10390	0.06902	0.05834	0.11668	0.08124	0.09640	-0.06859	0.03740	0.10746	0.15665
	0.0001	0.0001	0.0006	0.0001	0.0030	0.0001	0.0001	0.0284	0.0001	0.0001
	3449	3449	3449	3449	1331	3449	3429	3438	3432	3441

Form B - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ACHIEVE	READING	WRITING	MATH	READ78	MSES	NFLUENCY	HQ1	HQ2	HQ3
HQ6	0.24971	0.18899	0.17157	0.21948	0.16881	0.13115	-0.06178	-0.07694	-0.06455	0.09987
HOW EASY IS SCHOOL WORK FOR YOU?	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0002	0.0001	0.0001	0.0001
	3666	3666	3666	3666	1412	3666	3645	3647	3645	3655
SHOWSB	-0.14234	-0.11456	-0.11681	-0.09445	-0.11895	-0.12383	0.00401	0.26896	0.02668	0.00344
	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.8074	0.0001	0.1055	0.8342
	3710	3710	3710	3710	1433	3710	3689	3689	3684	3696
HB8	-0.08013	-0.05897	-0.06907	-0.05555	-0.09448	-0.07992	0.02559	0.26273	0.03689	-0.04696
MATH ASSGNMTS IN FRONT OF TV?	0.0001	0.0004	0.0001	0.0008	0.0004	0.0001	0.1232	0.0001	0.0264	0.0046
	3650	3650	3650	3650	1418	3650	3629	3630	3624	3636
HB9	0.03133	0.01872	0.00978	0.04734	0.08029	-0.02065	-0.02972	0.15364	-0.11480	-0.11747
FINISH HOMEWORK BEFORE WATCHING TV?	0.0538	0.2589	0.5554	0.0043	0.0025	0.2131	0.0739	0.0001	0.0001	0.0001
	3638	3638	3638	3638	1415	3638	3617	3618	3612	3624
HB10	-0.01007	0.01264	-0.01733	-0.02032	0.01966	-0.07268	-0.06868	0.11240	0.03742	0.03104
PARENTS WATCH SAME PROGRAMS?	0.5440	0.4461	0.2963	0.2208	0.4599	0.0001	0.0001	0.0001	0.0245	0.0618
	3634	3634	3634	3634	1415	3634	3613	3614	3610	3620
HB11	-0.05528	-0.03412	-0.04291	-0.05166	-0.10946	-0.03626	0.00336	0.01852	0.06546	0.10559
DISCUSS TV WITH PARENTS?	0.0008	0.0395	0.0096	0.0018	0.0001	0.0210	0.8398	0.2652	0.0001	0.0001
	3641	3641	3641	3641	1416	3641	3620	3621	3615	3627
HB12	0.16015	0.13836	0.10006	0.13193	0.15681	0.11071	-0.11937	-0.03947	-0.01706	0.02361
WATCH TV WITH FAMILY & FRIENDS?	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0334	0.3060	0.1550
	3628	3628	3628	3628	1413	3628	3607	3608	3602	3614
HB13	-0.02581	-0.01198	-0.03164	-0.01496	-0.00381	-0.01313	-0.02453	0.19096	-0.03539	-0.05912
HOW OFTEN GET TO WATCH WHAT YOU WANT?	0.1197	0.4701	0.0564	0.3672	0.7409	0.4288	0.1403	0.0001	0.0335	0.0004
	3636	3636	3636	3636	1412	3636	3615	3616	3610	3622
HB14	-0.19371	-0.16387	-0.14558	-0.13437	-0.18690	-0.21851	0.33895	0.05147	0.06369	0.05604
HOW OFTEN SPANISH LANGUAGE PROGRAMS?	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0011	0.0001	0.0008
	3618	3618	3618	3618	1399	3618	3597	3598	3592	3604

	ATTITUDE	EXTRACUR	HQ6	SHOWSB	HB8	HB9	HB10	HB11	HB12	HB13
ACHIEVE	0.11559	0.10390	0.24971	-0.14234	-0.08013	0.03133	-0.01007	-0.05528	0.16015	-0.02581
	0.0001	0.0001	0.0001	0.0001	0.0001	0.0538	0.5440	0.0008	0.0001	0.1197
	3407	3449	3666	3710	3650	3638	3634	3641	3628	3636
READING	0.08205	0.06902	0.18899	-0.11456	-0.05897	0.01872	0.01264	-0.03412	0.13836	-0.01198
	0.0001	0.0001	0.0001	0.0001	0.0004	0.2589	0.4461	0.0395	0.0001	0.4701
	3407	3449	3666	3710	3650	3638	3634	3641	3628	3636
WRITING	0.08794	0.05834	0.17157	-0.11681	-0.06907	0.00978	-0.01733	-0.04291	0.10006	-0.03164
	0.0001	0.0006	0.0001	0.0001	0.0001	0.5554	0.2963	0.0096	0.0001	0.0564
	3407	3449	3666	3710	3650	3638	3634	3641	3628	3636

Appendix B
Form B - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ATTITUDE	EXTRACUR	M26	SHOWSB	M38	M09	M010	M011	M012	M013
MATH	0.09607	0.11668	0.21948	-0.09945	-0.05555	0.04734	-0.02032	-0.05166	0.13193	-0.01496
	0.0001	0.0001	0.0001	0.0001	0.0003	0.0043	0.2208	0.0018	0.0001	0.3672
	3407	3449	3666	3710	3650	3638	3634	3641	3628	3636
READ78	0.05877	0.08124	0.16881	-0.11855	-0.09448	0.03029	0.01966	-0.10946	0.15681	-0.00881
	0.0310	0.0030	0.0001	0.0001	0.0004	0.0025	0.4599	0.0001	0.0001	0.7409
	1347	1331	1412	1433	1418	1415	1415	1416	1413	1412
MSES	0.03824	0.09640	0.13115	-0.12883	-0.07992	-0.02065	-0.07268	-0.03826	0.11071	-0.01313
	0.0256	0.0001	0.0001	0.0001	0.0001	0.2131	0.0001	0.0210	0.0001	0.4288
	3407	3449	3666	3710	3650	3638	3634	3641	3628	3636
MFLUENCY	0.01437	-0.06859	-0.06178	0.00401	0.02559	-0.02972	-0.06868	0.00336	-0.11937	-0.02453
	0.4032	0.0001	0.0002	0.8074	0.1232	0.0739	0.0001	0.8398	0.0001	0.1403
	3387	3429	3645	3689	3629	3617	3613	3620	3607	3615
M31	-0.07046	0.03740	-0.07694	0.26896	0.26273	0.15384	0.11240	0.01852	-0.03447	0.19096
HOW MANY HOURS DO YOU WATCH TV?	0.0001	0.0284	0.0001	0.0001	0.0001	0.0001	0.0001	0.2652	0.0384	0.0001
	3391	3435	3647	3689	3630	3618	3614	3621	3608	3616
M32	0.12097	0.10746	-0.06455	0.02668	0.03689	-0.11480	0.03742	0.06546	-0.01706	-0.03539
HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	0.0001	0.0001	0.0001	0.1055	0.0264	0.0001	0.0245	0.0001	0.3060	0.0335
	3387	3432	3645	3689	3629	3612	3610	3615	3602	3610
M33	0.19628	0.15665	0.09987	0.00348	-0.04696	-0.11747	0.03104	0.10554	0.02361	-0.05912
HOW MANY HOURS READING FOR PLEASURE?	0.0001	0.0001	0.0001	0.8342	0.0046	0.0001	0.0618	0.0001	0.1560	0.0004
	3398	3441	3655	3696	3636	3624	3620	3627	3614	3622
ATTITUDE	1.00000	0.17024	0.23607	0.13501	-0.08034	-0.14267	0.11098	0.13475	0.02428	-0.01020
	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.1626	0.5371
	3407	3212	3370	3382	3328	3318	3313	3319	3310	3317
EXTRACUR	0.17024	1.00000	0.04643	0.03386	0.01717	-0.02375	0.06907	0.11130	0.10391	0.01396
	0.0001	0.0000	0.0047	0.0001	0.3188	0.1686	0.0001	0.0001	0.0001	0.4355
	3212	3449	3409	3424	3371	3361	3358	3363	3351	3357
M66	0.23607	0.04643	1.00000	0.01381	-0.01340	-0.00388	0.04647	0.07472	0.05236	0.02928
HOW EASY IS SCHOOL WORK FOR YOU?	0.0001	0.0047	0.0000	0.4049	0.4227	0.8165	0.0055	0.0001	0.0018	0.0803
	3370	3409	3666	3638	3582	3571	3568	3573	3561	3569
SHOWSB	0.13501	0.03386	0.01381	1.00000	0.17402	0.01075	0.13543	0.19402	0.00830	0.13244
	0.0001	0.0001	0.4049	0.0000	0.0001	0.5185	0.0001	0.0001	0.6186	0.0001
	3382	3424	3638	3710	3621	3610	3605	3612	3600	3609
M38	-0.08034	0.01717	-0.01340	0.17402	1.00000	0.30511	0.06632	0.00210	-0.02939	0.15220
MATH ASSGNTS IN FRONT OF TV?	0.0001	0.3188	0.4227	0.0001	0.0000	0.0001	0.0001	0.8992	0.0768	0.0001
	3328	3371	3582	3621	3650	3635	3631	3638	3626	3633
M09	-0.14267	-0.02375	-0.00388	0.01075	0.30511	1.00000	-0.03153	-0.11272	0.01007	0.17366
FINISH HOMEWORK BEFORE WATCHING TV?	0.0001	0.1686	0.8165	0.5185	0.0001	0.0000	0.0578	0.0001	0.5451	0.0001
	3318	3361	3571	3610	3635	3638	3620	3630	3615	3622

Appendix B
Form B - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ATTITUDE	EXTRACUR	NQ6	SHOWSB	NB8	NB9	NB10	NB11	NB12	NB13
NB10	0.11098	0.06907	0.04647	0.13543	0.06632	-0.03153	1.00000	0.23865	0.05256	0.10360
PARENTS WATCH SAME PROGRAMS?	0.0001	0.0001	0.0055	0.0001	0.0001	0.0578	0.0000	0.0001	0.0016	0.0001
	3313	3358	3568	3605	3631	3620	3634	3624	3612	3620
NB11	0.18475	0.11130	0.07472	0.14402	0.00210	-0.11272	0.23865	1.00000	0.11362	0.01840
DISCUSS TV WITH PARENTS?	0.0001	0.0001	0.0001	0.0001	0.8992	0.0001	0.0001	0.0000	0.0001	0.2678
	3319	3363	3573	3612	3638	3630	3624	3641	3619	3627
NB12	0.02428	0.10391	0.05236	0.00930	-0.02939	0.01007	0.05256	0.11862	1.00000	-0.03539
WATCH TV WITH FAMILY & FRIENDS?	0.1626	0.0001	0.0018	0.6186	0.0768	0.5451	0.0016	0.0001	0.0000	0.0332
	3310	3351	3561	3600	3626	3615	3612	3619	3628	3622
NB13	-0.01020	0.01396	0.02928	0.13244	0.15220	0.17364	0.10360	0.01840	-0.03539	1.00000
HOW OFTEN GET TO WATCH WHAT YOU WANT?	0.5571	0.4355	0.0603	0.0001	0.0001	0.0001	0.0001	0.2678	0.0332	0.0000
	3317	3357	3569	3609	3633	3622	3620	3627	3622	3636
NB14	0.03934	0.03040	-0.06366	0.09489	0.06923	-0.02194	0.00142	0.10916	-0.06698	-0.01063
HOW OFTEN SPANISH LANGUAGE PROGRAMS?	0.0238	0.0789	0.0001	0.0001	0.0001	0.1877	0.9322	0.0001	0.0001	0.5230
	3301	3341	3550	3591	3615	3606	3601	3611	3602	3612

	NB14
ACHIEVE	-0.19371
	0.0001
	3618
READING	-0.16387
	0.0001
	3618
WRITING	-0.14558
	0.0001
	3618
MATH	-0.13437
	0.0001
	3618
READ78	-0.18690
	0.0001
	1399
NSES	-0.21851
	0.0001
	3618
INFLUENCY	0.38895
	0.0001
	3697

Appendix B

Form B - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	NB14
NQ1 HOW MANY HOURS DO YOU WATCH TV?	0.05447 0.0011 3598
NQ2 HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	0.06369 0.0001 3592
NQ3 HOW MANY HOURS READING FOR PLEASURE?	0.03604 0.0008 3604
ATTITUDE	0.03934 0.0238 3301
EXTRACUR	0.03040 0.0709 3341
NQ6 HOW EASY IS SCHOOL WORK FOR YOU?	-0.06366 0.0001 3550
SHCUSB	0.09489 0.0001 3591
NB8 MATH ASSGNMTS IN FRONT OF TV?	0.08923 0.0001 3615
NB9 FINISH HOMEWORK BEFORE WATCHING TV?	-0.02194 0.1377 3606
NB10 PARENTS WATCH SAME PROGRAMS?	0.00142 0.9322 3601
NB11 DISCUSS TV WITH PARENTS?	0.10916 0.0001 3611
NB12 WATCH TV WITH FAMILY & FRIENDS?	-0.06698 0.0001 3602
NB13 HOW OFTEN GET TO WATCH WHAT YOU WANT?	-0.01063 0.5230 3612

Appendix B
Form B - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	KB14
KB14	1.00000
HOW OFTEN SPANISH LANGUAGE PROGRAMS?	0.0000
	3418

Appendix B

Form C - Statistics and Correlations

VARIABLE	N	MEAN	STD DEV	SUM	MINIMUM	MAXIMUM
ACHIEVE	3691	68.18048406	17.34608198	251654.16666665	0	100.00000000
READING	3691	71.79964779	23.49740278	265012.50000000	0	100.00000000
WRITING	3691	69.53400163	23.69406683	256650.00000000	0	100.00000000
MATH	3691	63.20780276	20.19325131	233300.00000000	0	100.00000000
READ78	1906	86.94167852	15.82666828	122240.00000000	0	100.00000000
HSES	3691	3.41208345	1.09843706	12594.00000000	1.00000000	5.00000000
NFLUENCY	3667	1.21298069	0.47829659	4448.00000000	1.00000000	3.00000000
HQ1	3669	5.75272926	2.01780099	21078.00000000	1.00000000	9.00000000
HQ2	3659	3.66602897	1.30586089	13414.00000000	1.00000000	9.00000000
HQ3	3675	3.07129252	1.52133452	11287.00000000	1.00000000	9.00000000
ATTITUDE	3407	17.56698077	4.64901231	59849.00000000	0	28.00000000
EXTRACUR	3413	10.97560267	2.78401005	37789.00000000	5.00000000	25.00000000
HQ6	3609	3.32602669	0.82862986	11987.00000000	1.00000000	5.00000000
SHOUSC	3652	38.52409639	9.03256350	140690.00000000	1.00000000	81.00000000
HC8	3594	2.52170284	1.18587183	9063.00000000	1.00000000	5.00000000
HC9	3585	1.52942817	0.83771741	5483.00000000	1.00000000	5.00000000
HC10	3580	1.37234637	0.66498719	4913.00000000	1.00000000	3.00000000
HC11	3569	-3.03226712	1.79775090	-10807.00000000	-7.00000000	-1.00000000
HC12	3574	2.03105764	0.86048181	7259.00000000	1.00000000	3.00000000
HC13	3567	1.53002537	0.49916803	5427.00000000	1.00000000	2.00000000

Appendix B

Form C - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ACHIEVE	READING	WRITING	MATH	READ78	NSES	NFLUENCY	HQ1	HQ2	HQ3
ACHIEVE	1.00000	0.78358	0.77654	0.75592	0.49994	0.35612	-0.23171	-0.14625	-0.07072	0.06328
	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
	3691	3691	3691	3691	1406	3691	3667	3664	3659	3675
READING	0.78358	1.00000	0.37311	0.41891	0.39052	0.28224	-0.21050	-0.09546	-0.05600	0.04862
	0.0001	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0007	0.0032
	3691	3691	3691	3691	1406	3691	3667	3664	3659	3675
WRITING	0.77654	0.37311	1.00000	0.39461	0.38511	0.26254	-0.18103	-0.11723	-0.04065	0.06671
	0.0001	0.0001	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001	0.0139	0.0001
	3691	3691	3691	3691	1406	3691	3667	3664	3659	3675
MATH	0.75592	0.41891	0.39461	1.00000	0.37273	0.28196	-0.13997	-0.12867	-0.06941	0.02819
	0.0001	0.0001	0.0001	0.0000	0.0001	0.0001	0.0001	0.0001	0.0001	0.0875
	3691	3691	3691	3691	1406	3691	3667	3664	3659	3675
READ78	0.49994	0.39052	0.38511	0.37273	1.00000	0.29218	-0.35293	-0.05305	-0.02942	-0.00876
	0.0001	0.0001	0.0001	0.0001	0.0000	0.0001	0.0001	0.0477	0.2719	0.7433
	1406	1406	1406	1406	1406	1406	1398	1394	1397	1401
NSES	0.35612	0.28224	0.26254	0.28196	0.29218	1.00000	-0.24892	-0.16955	-0.04171	0.01885
	0.0001	0.0001	0.0001	0.0001	0.0001	0.0000	0.0001	0.0001	0.0116	0.2532
	3691	3691	3691	3691	1406	3691	3667	3664	3659	3675
NFLUENCY	-0.23171	-0.21050	-0.18103	-0.13997	-0.35293	-0.24892	1.00000	0.06051	0.08495	0.00616
	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0000	0.0003	0.0001	0.7096
	3667	3667	3667	3667	1398	3667	3667	3640	3635	3651
HQ1	-0.14625	-0.09546	-0.11723	-0.12867	-0.05305	-0.16955	0.06051	1.00000	0.03479	-0.05251
HOW MANY HOURS DO YOU WATCH TV?	0.0001	0.0001	0.0001	0.0001	0.0477	0.0001	0.0003	0.0000	0.0359	0.0015
	3664	3664	3664	3664	1394	3664	3640	3664	3640	3655
HQ2	-0.07072	-0.05600	-0.04065	-0.06941	-0.02942	-0.04171	0.08495	0.03479	1.00000	0.19694
HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	0.0001	0.0007	0.0139	0.0001	0.2719	0.0116	0.0001	0.0359	0.0000	0.0001
	3659	3659	3659	3659	1397	3659	3635	3640	3659	3652
HQ3	0.06328	0.04862	0.06671	0.02819	-0.00876	0.01885	0.00616	-0.05251	0.19694	1.00000
HOW MANY HOURS READING FOR PLEASURE?	0.0001	0.0032	0.0001	0.0875	0.7433	0.2532	0.7096	0.0015	0.0001	0.0000
	3675	3675	3675	3675	1401	3675	3651	3655	3652	3675
ATTITUDE	0.09972	0.06875	0.05686	0.11123	0.02799	0.03785	0.02220	-0.10299	0.10328	0.21921
	0.0001	0.0001	0.0009	0.0001	0.3113	0.0272	0.1968	0.0001	0.0001	0.0001
	3407	3407	3407	3407	1310	3407	3383	3383	3380	3394
EXTRACUR	0.08253	0.04923	0.06623	0.03362	0.05626	0.06794	-0.07124	-0.03167	0.10770	0.16527
	0.0001	0.0094	0.0001	0.0001	0.0408	0.0001	0.0001	0.0641	0.0001	0.0001
	3443	3443	3443	3443	1323	3443	3420	3420	3418	3431

Appendix B

Form C - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ACHIEVE	READING	WRITING	MATH	READ78	HSES	NFLUENCY	HQ1	HQ2	HQ3
HQ6	0.23626	0.15629	0.17903	0.21803	0.18781	0.12072	-0.06333	-0.00470	-0.05248	0.10168
HOW EASY IS SCHOOL WORK FOR YOU?	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.7787	0.0017	0.0001
	3604	3604	3604	3604	1382	3604	3580	3530	3575	3594
SHOUSC	-0.20141	-0.16817	-0.14541	-0.15341	-0.17535	-0.14914	0.04723	0.22871	0.02458	-0.01042
	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0044	0.0001	0.1392	0.5300
	3652	3652	3652	3652	1395	3652	3628	3626	3622	3637
HC8	-0.05911	-0.03337	-0.04055	-0.06618	-0.05605	-0.07551	0.05179	0.26792	0.03007	-0.02551
WRITING ASSGNMTS IN FRONT OF TV?	0.0009	0.0455	0.0150	0.0001	0.0371	0.0001	0.0020	0.0001	0.0729	0.1269
	3594	3594	3594	3594	1384	3594	3570	3569	3568	3581
HC9	-0.04860	-0.05733	-0.02820	-0.02551	-0.03009	-0.01454	0.04930	0.01344	0.00969	0.01072
HOW OFTEN IS TV USED IN CLASS?	0.0036	0.0006	0.0914	0.1267	0.2640	0.3842	0.0033	0.4226	0.5632	0.5216
	3585	3585	3585	3585	1380	3585	3561	3561	3558	3573
HC10	-0.15438	-0.13747	-0.11463	-0.10380	-0.12343	-0.08573	0.05641	0.07002	-0.01627	-0.21959
COMPARED TO WHEN YOUNGER, DO YOU READ?	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0008	0.0001	0.3324	0.0001
	3580	3580	3580	3580	1378	3580	3556	3556	3551	3567
HC11	0.16254	0.13191	0.12811	0.11551	0.14969	0.09206	-0.11076	-0.06978	-0.06509	-0.07803
HOW OFTEN WATCH ED (PUBLIC) STATION?	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001	0.0001
	3564	3564	3564	3564	1376	3564	3540	3539	3536	3551
HC12	0.08368	0.06974	0.04524	0.03166	0.03499	0.08930	-0.04163	-0.37882	0.01492	0.08349
COMPARED TO WHEN YOUNGER, DO YOU WATCH?	0.0001	0.0001	0.0068	0.0001	0.1716	0.0001	0.0131	0.0001	0.3743	0.0001
	3574	3574	3574	3574	1376	3574	3550	3551	3546	3561
HC13	-0.00105	-0.01058	0.02155	-0.01565	-0.03546	-0.05206	0.03278	-0.03484	-0.01668	0.01824
DO YOU HAVE YOUR OWN CALCULATOR?	0.9503	0.5289	0.1994	0.3514	0.1894	0.0019	0.0517	0.0366	0.3227	0.2777
	3547	3547	3547	3547	1371	3547	3523	3525	3519	3534

	ATTITUDE	EXTRACUR	HQ6	SHOUSC	HC8	HC9	HC10	HC11	HC12	HC13
ACHIEVE	0.09972	0.08253	0.23626	-0.20141	-0.05911	-0.04860	-0.15438	0.16254	0.08368	-0.00105
	0.0001	0.0001	0.0001	0.0001	0.0004	0.0036	0.0001	0.0001	0.0001	0.9503
	3407	3443	3604	3652	3594	3585	3580	3564	3574	3547
READING	0.06875	0.04423	0.15629	-0.16817	-0.03337	-0.05733	-0.13747	0.13191	0.06974	-0.01058
	0.0001	0.0094	0.0001	0.0001	0.0455	0.0006	0.0001	0.0001	0.0001	0.5289
	3407	3443	3604	3652	3594	3585	3580	3564	3574	3547
WRITING	0.05686	0.06623	0.17903	-0.14541	-0.04055	-0.02820	-0.11463	0.12811	0.04524	0.02155
	0.0009	0.0001	0.0001	0.0001	0.0150	0.0914	0.0001	0.0001	0.0068	0.1994
	3407	3443	3604	3652	3594	3585	3580	3564	3574	3547
MATH	0.11123	0.08362	0.21803	-0.15341	-0.06618	-0.02551	-0.10380	0.11551	0.08166	-0.01565
	0.0001	0.0001	0.0001	0.0001	0.0001	0.1267	0.0001	0.0001	0.0001	0.3514
	3407	3443	3604	3652	3594	3585	3580	3564	3574	3547

Appendix B

Form C - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ATTITUDE	EXTRACUR	HC6	SHOWSC	HC8	HC9	HC10	HC11	HC12	HC13
READ78	0.02799	0.05626	0.18781	-0.17535	-0.05605	-0.03009	-0.12343	0.14969	0.03499	-0.03546
	0.3113	0.0408	0.0001	0.0001	0.0371	0.2640	0.0001	0.0001	0.1946	0.1894
	1310	1323	1382	1395	1389	1380	1378	1376	1376	1371
HSES	0.03785	0.06799	0.12072	-0.14914	-0.07551	-0.01454	-0.08573	0.09206	0.06430	-0.05206
	0.0272	0.0001	0.0001	0.0001	0.0001	0.3842	0.0001	0.0001	0.0001	0.0019
	3407	3443	3604	3652	3594	3585	3580	3564	3574	3547
HFLUENCY	0.02220	-0.07124	-0.06333	0.04723	0.05179	0.04930	0.05641	-0.11076	-0.04163	0.03278
	0.1968	0.0001	0.0001	0.0044	0.0020	0.0033	0.0008	0.0001	0.0131	0.0517
	3383	3420	3580	3628	3570	3561	3556	3540	3550	3523
HC1	-0.10299	-0.03167	-0.00470	0.22071	0.26792	0.01344	0.07002	-0.04978	-0.37882	-0.03434
HOW MANY HOURS DO YOU WATCH TV?	0.0001	0.0691	0.7767	0.0001	0.0001	0.4226	0.0001	0.0001	0.0001	0.0386
	3383	3420	3580	3626	3569	3561	3556	3539	3551	3525
HC2	0.10328	0.10770	-0.05248	0.02458	0.03004	0.00969	-0.01627	-0.06509	0.01492	-0.01668
HOW MANY HOURS DO YOU SPEND ON HOMEWORK?	0.0001	0.0001	0.0017	0.1392	0.0729	0.5632	0.3324	0.0001	0.3743	0.3227
	3380	3418	3575	3622	3565	3558	3551	3536	3546	3519
HC3	0.21421	0.16527	0.10168	-0.01042	-0.02551	0.01072	-0.21459	-0.07843	0.00349	0.01826
HOW MANY HOURS READING FOR PLEASURE?	0.0001	0.0001	0.0001	0.5300	0.1269	0.5216	0.0001	0.0001	0.0001	0.2777
	3394	3431	3594	3637	3581	3573	3567	3551	3561	3534
ATTITUDE	1.00000	0.16219	0.22812	0.05413	-0.05541	0.01861	-0.15039	-0.07400	0.10719	-0.01956
	0.0000	0.0001	0.0001	0.0016	0.0014	0.2837	0.0001	0.0001	0.0001	0.2623
	3407	3233	3362	3391	3331	3322	3319	3304	3315	3287
EXTRACUR	0.16219	1.00000	0.09206	0.08461	-0.00019	-0.00055	-0.04653	-0.03769	0.02948	-0.07255
	0.0001	0.0000	0.0001	0.0001	0.9914	0.9745	0.0071	0.0454	0.0853	0.0001
	3233	3443	3395	3413	3364	3334	3350	3337	3345	3320
HC6	0.22812	0.09206	1.00000	0.00693	0.02327	0.01576	-0.07663	0.01069	0.03776	-0.05700
HOW EASY IS SCHOOL WORK FOR YOU?	0.0001	0.0001	0.0000	0.6789	0.1674	0.3506	0.0001	0.5297	0.0255	0.0008
	3362	3393	3604	3572	3520	3510	3503	3492	3500	3473
SHOWSC	0.05413	0.08461	0.00693	1.00000	0.15105	0.04239	0.03892	-0.14244	-0.15650	-0.09239
	0.0016	0.0001	0.6789	0.0000	0.0001	0.0115	0.0205	0.0001	0.0001	0.0001
	3381	3413	3572	3652	3561	3552	3546	3532	3544	3515
HC8	-0.05541	-0.00019	0.02327	0.15105	1.00000	0.03452	0.08576	-0.02359	-0.15778	-0.06535
WRITING ASSIGNMTS IN FRONT OF TV?	0.0014	0.9914	0.1674	0.0001	0.0000	0.0389	0.0001	0.1594	0.0001	0.0001
	3331	3364	3520	3561	3594	3530	3575	3560	3570	3543
HC9	0.01861	-0.00055	0.01576	0.04239	0.03452	1.00000	0.02847	-0.03972	-0.02514	-0.01772
HOW OFTEN IS TV USED IN CLASS?	0.2837	0.9745	0.3506	0.0115	0.0389	0.0000	0.0391	0.0179	0.1336	0.2922
	3322	3334	3510	3552	3530	3585	3567	3551	3561	3534
HC10	-0.15039	-0.04653	-0.07663	0.03892	0.08576	0.02847	1.00000	-0.01412	-0.06217	0.00524
COMPARED TO WHEN YOUNGER, DO YOU READ?	0.0001	0.0071	0.0001	0.0205	0.0001	0.0491	0.0000	0.4004	0.0002	0.7655
	3319	3350	3503	3546	3575	3567	3580	3551	3565	3538

Appendix B

Form C - Statistics and Correlations

CORRELATION COEFFICIENTS / PROB > |R| UNDER HO:RHO=0 / NUMBER OF OBSERVATIONS

	ATTITUDE	EXTRACUR	NQ6	SHOWSC	NC8	NC9	NC10	NC11	NC12	NC13
C11	-0.07400	-0.03464	0.01064	-0.14244	-0.02359	-0.03972	-0.01412	1.00000	0.00950	0.02107
ON OFTEN WATCH ED (PUBLIC) STATION?	0.0001	0.0454	0.5297	0.0001	0.1594	0.0179	0.4004	0.0000	0.5714	0.2114
	3304	3337	3492	3532	3560	3551	3551	3564	3550	3522
C12	0.10719	0.02948	0.03776	-0.15650	-0.15778	-0.02514	-0.06217	0.00950	1.00000	0.02009
OMPARED TO WHEN YOUNGER, DO YOU WATCH?	0.0001	0.0883	0.0255	0.0001	0.0001	0.1336	0.0002	0.5714	0.0000	0.2320
	3315	3345	3500	3544	3570	3561	3565	3550	3574	3541
C13	-0.01956	-0.07255	-0.05700	-0.09238	-0.06535	-0.01772	0.00524	0.02107	0.02009	1.00000
O YOU HAVE YOUR OWN CALCULATOR?	0.2623	0.0001	0.0008	0.0001	0.0001	0.2922	0.7555	0.2114	0.2320	0.0000
	3287	3320	3473	3518	3543	3534	3538	3522	3541	3547